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Included in this English translation of an annotated bibliography are one hundred items citing documents containing information about Yugoslav educational resources and school systems. Almost half the bibliographical citations pertain to the different kinds of schools and institutions. Briefer attention is directed to the development of education, teacher training and teaching staff, management and finance, legislation, and problems in education. Some material is also provided on educational history and research, school reform, curriculums and syllabuses, audiovisual aids, physical education, and educational statistics. (AF)

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TABLE OF CONTENTS

I. History of Education 5
II. Educational Research 6
III. Development of Education 7
IV. School Reform 14
V. Teacher Training and Teaching Staff 16
VI. Schools and Institutions 21
1. Preschool Education 22
2. Elementary Education 22
3. Secondary Education 26
a) Gymnasium 27
b) Vocational Schools 28
4. Higher Education 30
5. Adult Education 38
6. Education of the Handicapped 41
7. Vocational Guidance 41
VII. Curricula and Syllabi 42
VIII. Audio-Visual Aids 43
IX. Motivation (Not in this issue)
X. Polytechnical Education (Not in this issue)
XI. Self-Education (Not in this issue)
XII. Physical Education 45
XIII. Problems in Education 45
XIV. Hostels (Not in this issue)
XV. Management and Financing 48
XVI. Legislation 52
XVII. Education Statistics 55
XVIII. Bibliographies (Not in this issue)

I HISTORY OF EDUCATION

101. GRUJIĆ, Nikodije: Sto godina Resavske biblioteke u Svilajncu (The One Hundredth Anniversary of the Resava Library in Svilajnac), *Prosvetni pregled,* Beograd, 1968, No. 10, p. 6.

"The Resava Youth Reading Room", which was founded in 1868 in Svilajnac, received many daily and weekly papers and journals, purchased books and formed a library, and some members of the Reading Room held lectures of a popular nature. As time went on this cultural institution attained the role of a public tribunal for initiating and resolving many urbanistic, communal, cultural, and economic questions. Thanks to the efforts of the members of the Reading Room in Svilajnac a gymnasium was founded, three school buildings were constructed, and a post office and pharmacy were established. For several months in 1872 the Reading Room had its own paper, the "Resava News Carrier", which was characterized by courageousness and progressive views; at the initiative of the Reading Room members many cultural and economic societies were formed. In 1905 the Reading Room changed its name to "The Resava Youth Library" and on the basis of new regulations the activities of the Library were classified into six sections. The property and book fund of the Library were destroyed in WW I so all this had to be restored at the end of the war. During WW II the Library was again destroyed, but after the liberation — in February 1945 — its restoration was again begun. Each year large funds are allotted for the purchase of books, journals, and newspapers. Today the Library and its reading room are a center of education and culture. It also assists the work of village libraries by lending books and giving instructions.

102. JEROTIĆ, Tomislav: Tri šabačka jubileja (Three Celebrations in Šabac), *Prosvetni pregled,* Beograd, 17 January 1968, No. 2—3, p. 7.

At the end of December the city of Šabac celebrated three anniversaries which were very significant for the cultural history of this city. The 130th anniversary of the founding of the gymnasium and the 120th anniversary of the founding of the National Library and the Šabac National Theater were celebrated. The Principal School in Šabac was opened in 1837 as a four-grade school, and in 1844 it became a semi-gymnasium which has never interrupted its operations, except during wartime. A great number of pupils and teachers from this

gymnasium lost their lives in the wars. This gymnasium schooled many people who were later to become leaders in the cultural history of Serbia. The National Library was opened in 1847 and today it is one of the largest in Serbia with over 75,000 books.

103. SUČEVIĆ, Branko: Rad Učiteljske zadruge "Ivan Filipović", Izložba u Hrvatskom školskom centru (The Work of the "Ivan Filipović" Teachers' Cooperative, Exhibition at the Croatian School Center), *Pedagoški rad,* Zagreb, 1968, No. 3—4, p. 128.

The Croatian School Museum organized an exhibition on the work of the Teachers' Cooperative — which was founded before the war. The Cooperative gathered employed, and especially unemployed progressive teachers from Croatia as well as from Slovenia, Serbia, and Bosnia. The Cooperative held Christmas and Easter meetings with a number of lectures and professional discussions for its members. Summer colonies were organized with professional courses. Leading experts lectured at these meetings. The first "Children's Week" was held in Zagreb, at which time lectures were given for parents and educators. Many publishing activities were also developed. *The members of the Cooperative* prepared a scientific-professional questionnaire on the life of the child in school. "The Croatian Teachers' Day" was a periodical which had a forceful influence on teachers throughout Croatia. The war interrupted the regular work of the Cooperative and most of its members joined the struggle for freedom — where they continued to be active as military and civilian persons — and especially as cultural leaders in many Struggle for Liberation forums.

II EDUCATIONAL RESEARCH

104. ČIPČIĆ, Dimitrije: Rezultati jednog eksperimenta na planu ostvarenja principa akceleracije u nastavi u osnovnoj školi (The Results of an Experiment for Realizing the Principle of Acceleration in the Elementary School), *Pedagoška stvarnost,* Novi Sad, 1968, No. 3, pp. 147—150.

The author states that in Yugoslav teaching practice organized acceleration is almost an unknown phenomenon in the elementary school. Individual cases of rapid schooling (two grades in one year) were at the insistance of the parents. The author believes that one of the reasons for this is that our teachers consider the syllabus and curriculum to be the factor which determines the limitations of the educational development of a pupil in the framework of one school year, and not the pupil himself as the subject of the teaching process. For this reason in the 1964/65 school year the author organized an experiment for the systematic implementation of acceleration in the first

grade. Additional teaching was organized for 15 pupils (one extra lesson in a fifteen-day period). At the beginning of the second semester a combined class was formed for these pupils and fifteen second grade pupils. All these 15 pupils took their exams in June. The experiment was repeated the following year with the same pupils — who are now in the third and fourth grades. At the end of the year all the pupils passed their exams with high achievement. Talks with the parents and children have shown that the children were not overburdened. Now they are all in the fifth grade and are making normal progress.

III DEVELOPMENT OF EDUCATION

105. BROZ, Veljko: Praćenje i unapređivanje novih oblika obrazovanja u 1967. godini (The Study and Improvement of New Forms of Education in 1967), *Obrazovanje i rad,* Zagreb, 1968, No. 1, pp. 60—69.

In the course of 1967 the Institute for the Advancement of Vocational Education of the Socialist Republic of Croatia began a study of the effectiveness of new syllabi for the general secondary school. Toward this end, new knowledge tests for pupils were made for certain teaching areas according to the new syllabi. In addition to testing pupils in the course of the year, interviews were held with teachers of some subjects on the application of the new syllabi and problems which occur in their realization. The Institute worked out the following instruments for studying the new forms of education in certain institutions: a) questionnaire on vocational choice at the end of secondary school; b) questionnaire for establishing the interests and needs of the different economic organizations in light of final education of general secondary school pupils; c) instructions for analyzing characteristic job posts and functions in certain economic organizations which would serve for the programming of the final phase of education in some educational institutions. During the year professional consultations and meetings were organized with the different supervisors of educational institutions where new forms of education were introduced, as well as with the teachers for the purpose of offering professional assistance for solving organizational and didactic-methodological and other problems.

106. CVIIĆ, Zvonimir: Individualizacija nastave i organizovani samorad učenika (Individualized Teaching and Organized Independent Work by Pupils), *Pogledi i iskustva u reformi školstva,* Zagreb, 1968, No. 3, pp. 5—10.

Economic and sociological reasons dictated the organization of teaching in large groups and grades, and teaching is most frequently oriented toward the average pupil and is therefore irrational. Only individualized teaching can offer maximal

possible results. The author cites various factors which lead to individual differences between pupils: physical, mental, and social. In order for teaching to be more effective through individualization, the following measures are proposed: adjustment of teaching to the needs and opportunities of pupils, adjustment of the pupils themselves to teaching, the implementation of organized independent pupil work, the utilization of programmed teaching and learning, and special teacher preparation so that they can organize the individual work of each pupil.

107. JERGOVIĆ, Mato: Obrazovanje na II stupnju kao problem i predmet praćenja i unapređivanja (Secondary Education As a Problem and Subject of Study and Improvement), *Obrazovanje i rad*, Zagreb, 1968, No. 1, pp. 49—59.

After pointing out the differences in educational goals and functions among secondary schools, and classifying schools for blue collar professions, technical and similar schools, and general education schools, i.e., gymnasiums, the author of this article treats the syllabus structure of each of these schools, describes the history of their development, and enumerates the innovations which they have made in the last ten years. He especially dwells on the problem of introducing production-technical instruction and takes the stand that this form of teaching should represent "a general and joint educational teaching area for all secondary schools". Considering that this and other new forms of education appear as processes which represent a very significant contribution to the creation of the new system of secondary education, the author states that they should be studied and further developed. The organization of this study and orientation becomes even more important when we keep in mind that these processes simultaneously lead to a number of new educational and other problems. The author mentions some of them, among which are: the problem of establishing a uniform standard for general, natural science, socio-economic, physical-health, and general and production-technical knowledge for secondary education, the problem of creating new relations between theory and practice, the problem of further intensification of instruction, etc. It is the author's opinion that on the level of further study, orientation, and improvement of new forms of education there are very serious tasks which must be carried out — beginning with present secondary education problems — on the basis of hitherto experience and results.

108. KRKLJUŠ, Momčilo: Slobodne aktivnosti u savremenoj organizaciji škole (Leisure Activities in Modern School Organization), *Pedagoška stvarnost*, Novi Sad, 1968, No. 3, pp. 137—146.

The modern school has ever-increasing needs for various forms of supplementary work which, in addition to teaching, should

contribute to carrying out the educational tasks of the school — and should especially satisfy the interests, talents, and abilities of the children. In considering the problem of leisure activities in elementary schools in Vojvodina, the author points out some disproportions in this work: more than 33% of all pupils are included in supplementary work with poor pupils, and only somewhat more than 2% are included in work with gifted children. The author believes that this unfavorably influences the further development of this educational work with pupils. The development of leisure activities is quite different among the schools and seems to be conditioned by the opinions of subjective school factors. As in the last few years the influence of external social factors on the development of these activities has almost completely stopped, the author expresses the fear that this important school activity will completely die out in a few years. The second important factor for leisure activities, teaching-instructional cadres, also does not have a satisfactory structure. This structure contains many more teachers than instructors from organizations outside the school and this impoverishes the content of these activities and gives them a teaching character. The problem of stimulating instructor cadres has also not been solved. When efforts are rewarded the rewards are not adequate to the endeavors made and the importance of this work. The most frequent stimulus for instructors is enthusiasm. The organization of leisure activities has a number of weak points and the author gives some suggestions on what action should be taken.

109. M. Č. Šta je pokazalo savetovanje o petodnevnoj radnoj nedelji u školama (The Results of the Symposium on the Five-Day School Week), *Prosvetni pregled*, Beograd, 1968, No. 13, p. 8.

The three-day symposium on the changeover to the five-day school week, which was organized by the "Djuro Salaj" Workers' University, has shown that this problem attracts great interest even though only a small number of schools have implemented the five-day week. This change is being carried out by extending the school year, decreasing the winter vacation and a part of the summer holiday, so that even with Saturdays off there is the required minimum of 210 work days. In the experiment made in Subotica the work days are recorded with consecutive numbers until the sixth work day — which is the following Monday or Tuesday, depending upon the first work day. This type of organization completely coincides with the present lesson fund and not one work day or one lesson is lost. Opinions differ as to whether all the schools should make the changeover to the five-day work week or that each school do this individually after they have provided the necessary conditions. It was stressed that certain objective conditions are necessary before making the changeover in light of how the teachers and pupils react to this problem. It was

also stated that schools should seek approval from the Republican Secretariat for Education and Culture before introducing the new work week.

110. M. K.: Šolstvo naj bo nosilec napredka (The School System Should Be a Leader for Progress), *Prosvetni delavec,* Ljubljana, 1968, No. 4, p. 1.

The Republican Federation for Education and Culture of the Socialist Republic of Slovenia took into consideration in February of this year a proposal for more effective education which was prepared by the Republican Secretariat for Education and Culture. In explaining the proposal the Assistant Republican Secretary for Education and Culture stated that efforts toward more effectiveness in the field of education should be primarily considered as development in accordance with the socio-economic growth, opportunities, and needs of the socio-economic reform. More effectiveness in education actually represents the continuation of the process of the school reform which was begun ten years ago — as well as its essential part. The major purpose of these endeavors is not to eliminate certain schools, brt rather to attain more effectiveness in actual teaching work. In directing the development of educational institutions we must first rapidly develop the institutions for preschool education and a part of secondary education, and the development of the different types of secondary and advanced schools must be coordinated with the development of corresponding activities in the economy and social services. In criticizing the advanced schools it is usually mentioned that they are not sufficiently adapted to the economy but the practical work of these schools has shown quite the opposite, i.e., that the school system would not be as extensive in its internal growth had it not adjusted to the economic plans for the near future. Two-level studies and the founding of a greater number of schools are the consequence of a narrow adjustment to the varied special needs of working organizations. However, these schools must not only adjust, they must also be leaders for progress. The Federation received the proposal as a good operational program which will undergo some changes.

111. MANDIĆ, Dr. Petar: Neki suštinski problemi saradnje porodice i škole u našim današnjim uslovima (Some Essential Problems of Cooperation between Parents and Schools under Present-Day Conditions), *Porodica i dijete,* Sarajevo, 1968, No. 3, pp. 19—20.

The author of this article believes that we cannot be satisfied with daily achievements in light of parent-school cooperation. There are many widely differing viewpoints between parents and teachers. There are many reasons for this, among them the following: 1) There is a lack of firm, effective, and honest cooperation between parents and teachers; 2. There are serious

omissions in the pedagogical education of parents and teachers; 3. Numerous still unsolved problems in the family and school which do not permit either the parents or the teachers to become fully involved in training; 4. The training influence of the environment, especially of mass means of communications, often are not in step with the training influence of the school and family; 5. Not enough young people are included in social specialized institutions, and those which do have educational-training activities are not on a satisfactory level; 6. Various professional, vocational, scientific, and fine arts organizations are little or not at all engaged in training the young; 7. Parent-school cooperation is not being realistically planned. There are no material or other conditions for this cooperation. There is also a lack of suitable work areas; 8. In some locations there is a very low general education level of parents which hinders successful cooperation and views on training the young; 9. A large number of poorly qualified teachers in elementary and secondary schools have a very unfavorable influence on cooperation; 10. Fluctuations in teaching cadres are a serious obstacle to effective worker--teacher cooperation; 11. Teachers are not sufficiently materially stimulated for work with parents and are in contact with them only when necessary.

112. Praćenje i unapređivanje novih oblika obrazovanja na drugom stupnju u razdoblju od 1968—1972. godine (The Study and Improvement of New Forms of Secondary School Education in the Period 1968—1972), *Obrazovanje i rad*, Zagreb, 1968, No. 1, pp. 69—77.

This article works out in detail the first phase of the study relating to 1968 while, as the author says, the other phases are treated exhaustively in the annual work programs for 1969 and 1970. The first phase includes: a) the working out of knowledge tests for checking the effectiveness of new syllabi for the first and second grades of general secondary schools; b) the formation of test stations for certain areas of teaching in selected educational institutions; c) the establishment of didactic--methodological, personnel, and objective-material conditions for the realization of the new syllabi; d) the completion and equipment of new teaching syllabi (mimeo texts, textbooks, teaching aids), etc.; e) the testing of pupils' knowledge for the abovementioned teaching areas at the end of the 1967/68 school year and in the first and second grades of general education schools; f) elaboration of analyses on the acceptability of the new syllabi for specific areas; g) testing the knowledge and abilities of the first generation of general school graduates who will, at the end of the 1967/68 school year, complete training for skilled workers according to the new system of education; h) testing the previously acquired knowledge of a sampling of 250 pupils who will, in the 1968/69 school year, register in the first grade of a general secondary school or other vocational

school; i) the selection of a specific number of gymnasiums which will apply the new syllabus for technical education in the 1968/69 school year; j) the preparation of a syllabus for the completion phase of education in commercial and other vocational schools; k) the offering of professional assistance for the changeover to the new system of education to those institutions which will implement the new forms at the beginning of the 1968/69 school year; l) the organization of necessary seminars, professional meetings, and symposiums with teachers who are working with the new syllabi, as well as with the principals of those institutions which will introduce the new forms of education. The necessary material resources have been planned for the proposed work program, and the request for approval of funds will be submitted to the Republican Community for Education.

113. Program rada Prosvetnog saveta SR Srbije za 1968. godinu. (The Work Program of the Educational Council of the Socialist Republic of Serbia for 1968), *Prosvetni glasnik,* Beograd, 1968, No. 3 and 4, pp. 69—72.

The Educational Council of the Socialist Republic of Serbia was established in October 1967 for the purpose of performing certain functions in the field of teaching curricula and syllabi for elementary and secondary schools and in the area of textbooks and norms for equipping schools. The general program of the Educational Council in 1968 should be oriented toward a work program dealing with the problems of secondary education. The basic tasks are: 1. A proposal for joint bases for secondary education; 2. The making of curricula and syllabi for all types of secondary schools; 3. To make norms for teaching aids, school equipment, and accommodations for all types of secondary schools; 4. To make norms for the professional training and profile of teaching cadres in secondary schools; 5. To approve textbooks for secondary schools. In 1968 the Council will also devote the necessary attention to elementary education and will consider the following documents; 1. Analysis of the curriculum and syllabus for the elementary schools and its practical application; 2. Analysis of the material base for teaching in elementary schools; 3. Analysis of textbook literature for the elementary school. The work program contains several other problems which the Council will work on this year.

114. Program rada Zavoda za unapređivanje stručnog obrazovanja SRH u 1968. godini (The Work Program of the Institute for the Advancement of Vocational Education of the Socialist Republic of Croatia), *Obrazovanje i rad,* Zagreb, 1968, No. 1, pp. 3—17.

The Institute for the Advancement of Vocational Education of the Socialist Republic of Croatia will work on organizational educational and vocational problems in 1968. The functions

are divided into the following groups according to their relationships: I. Professional-methodological and organizational functions for introducing the new system of financing education; II. The study and advancement of new forms of education on the secondary school level; III. Elaboration of syllabi and curricula; IV. Programmed teaching, teaching techniques, and textbooks; V. Educational-instructional work (further training of teachers, school inspection, etc.); VI. The investigation of educational problems in secondary schools; VII. Pupil contests; VIII. General functions of the Institute; IX. Publishing activities; X. Special functions in accordance with the needs of other institutions and organizations. All these functions are elaborated in detail in the program. The bulk of the work of the Institute in 1968 will concern the introduction of the new system of financing education and the improvement of secondary school education.

115. Sa VIII kongresa Saveza omladine Jugoslavije. Rezolucija o obrazovanju i o mogućnostima sticanja obrazovanja. (From the Eighth Congress of the Yugoslav Youth Alliance. The Resolution on Education and on Educational Opportunities), *Univerzitet danas*, Beograd, 1968, No. 2, pp. 92—96.

The Yugoslav Youth Alliance passed the Resolution on Education and Educational Opportunities at its Eighth Congress. In stressing the ever-increasing significance of education in building a self-governing socialist society, the Resolution indicates several essential tasks in this area: complete inclusion of all children in elementary education and, in this connection, the demand for expansion of school capacities and provision of a minimal educational standard in all elementary schools. The basic criteria for schooling and education after the elementary school should be work, knowledge, and ability. The Resolution turns attention to the selection of pupils and students, which is for the most part based on the material and social position of parents, the unequal conditions for education in vocational and general education schools, the disjointedness of all levels of education in one entity, the need for equalizing registration criteria, the everincreasing school costs in the form of registration fees, and the need for issuing credit and scholarships to students. The Resolution is decisively against the decrease in scholarships, the gradual elimination of pupil dormitories, and the leser opportunities for living in student dorms — stating that these phenomena are socially injurious and unjustified. Furthermore, it is the opinion of the Congress that all forms of on-the-job education must be developed, pointing out the special significance of schools for skilled workers and schools for the general education of workers. The Resolution also indicates the need for continued secondary school reform — which means a more effective school network, intensification of the schooling process, shortening of duration of

schooling, and increase in effectiveness and quality. The Congress points out the significance of pupil and student self-government, not only for the training of future self-governing pupils but also for more intensive, better quality, and more effective education. Work training is one of the basic principles of socialist education and therefore the acquiring of work habits and achievement of as much knowledge as possible are the goals of the Youth Alliance. More attention should be devoted to the ideological-political and moral development of future teachers in teacher training schools.

116. VUKAŠINOVIĆ, Boro: Forme selekcije učenika za drugi stupanj (Criteria for Selecting Pupils for Secondary Education), *Prosvjetni rad*, Titograd, 1968, No. 9, p. 3.

Various criteria have been used for pupil selection. One of them, which was made legal by the Law on Gymnasiums and the Law on Vocational Schools, is that selection be made according to achievement in the last three grades of elementary school. However, this criterium is being increasingly criticized, that various criteria for marking pupils are being used in different schools, that various levels of knowledge fall into one achievement category, and that this criterium encourages schools to "regulate" pupil achievement in order to offer them better opportunities for secondary school registration. For these reasons a proposal has been made to introduce entrance exams and that this system would be more objective as all the pupils would be placed in an identical situation and that subjectivism could be avoided if numbers instead of names were placed on the exam sheets. The author of this article believes that, in spite of a number of weak points, this is still the most acceptable criterium for elementary school achievements as one examination cannot establish the real level of a pupil's knowledge — regardless of the quality of the method of this examination.

IV SCHOOL REFORM

117. DJURAŠIN, Dr Branimir: Reforma škola II stupnja i problematika opće srednje škole s poljoprivrednim usmerenjem, Križevci (The Secondary School Reform and the Problems of General Secondary Schools Specializing in Agriculture — Križevci), *Obrazovanje i rad*, Zagreb, 1968, No. 1, pp. 84—86.

The author presents the advantages of the secondary school reform. He believes that it provides a broader general education and, in this connection, we can anticipate greater flexibility of cadres and ability for retraining if and when this is needed as a result of rapid changes in the technological

process of the modern economy. The author further states that this type of school offers broad technical knowledge and contains the component of production output; it enables the integration of education for skilled workers and agricultural technicians: after two introductory years and 4—12 months of specialized education for skilled workers, and after two introductory years and two years of specialized education for technician-specialists (farmers, breeders, fruit-growers, etc.); from the norms which serve as the basis for verification of these schools it follows that their equipment state should be very high; the author also believes that the technician-specialist will have a higher professional knowledge than the "general" technician. The author illustrates the school reform by citing Križevci, where the three to four-year syllabus was prepared by the teachers themselves in cooperation with the teaching center in Vinkovci. The final word on the value of these syllabi is given by the economic organizations.

118. TEŠIĆ, Dr. Dragutin: Za racionalniju organizaciju mreže visokoškolskih ustanova (For a More Effective Organization of the Network of Advanced Education Institutions), *Univerzitet danas*, Beograd, 1968, No. 2. pp. 3—7.

In reviewing the ever-increasing discussion on the need for a more effective network of advanced education institutions, the author states that this problem is only a part of the complex of current problems of advanced education. However, its significance must not be underestimated as a more effective network contributes to economicalness and better conditions for high quality and effective education. In speaking of the development of the network of these institutions, the author states that it was not always compact due to its extensive character and this frequently resulted in a lower level of teaching. Also, the effectiveness of studies was very low due to the large percentage of drop-outs and the very low percentage of students who finished their studies on time. For this reason the need for a more effective network is imperative. Until now this has been, for the most part, limited to keeping down the growth of the school network, but this is not the true solution to the problem. The social and economic reform requires high productivity and economical commercial dealings, i.e., the effective and intensive business of economic enterprises. Only intensive education corresponds to an intensive economy. The purpose of making the network more effective is primarily making its volume and structure correspond to the realistic needs and opportunities for their realization. The new system of financing and the educational communities will most effectively influence the creation of a rational, high quality, and economical school network.

V TEACHER TRAINING AND TEACHING STAFF

119. BRDJANIN, Božo: Analitička procjena radnih mjesta nastavnog osoblja u osnovnoj školi (An Analytical Evaluation of Teaching Posts in the Elementary School), *Naša škola,* Sarajevo, 1968, No. 5—6, pp. 364—373.

The analytical evaluation of job posts includes the functions of the teaching personeel in the school and determines the minimal amount of time for each of these functions. The most important tasks are: presenting subject-matter and the number of required regular lessons, supplementary teaching, lesson preparation, work in the subject classroom, reviewing, correcting, and marking pupils' work, the grade adviser's lesson, preparing the annual and operational work plan and writing reports, grade administration, cooperation with parents, various meetings in the school, teacher professional work groups, activities in pupil organizations, and various other responsibilities. This article treats all these different functions and their volume is presented in the form of quantitative indicators, i.e., the number of work hours in a week.

120. DRAGUN, Franjo: Radno vrijeme nastavnika (The Teacher's Work Hours), *Život i škola,* Osijek, 1968, No. 1—2, pp. 10—16.

The teacher's work is very complex and is therefore difficult to express in specific time units. The author points out three phases of teaching: 1) Lesson preparation; 2) Direct teaching; and 3) Arranging, verifying, valorizing, and correcting the assignments from the second phase. In most cases only the time spent on direct teaching is recognized and thus credit is sought for the rest of the time. This article further enumerates all the extracurricular areas of a teacher's work and brings attention to the mistaken opinion that in evaluation jobs are, for the most part, expressed in quantity and much less attention is given to quality. The author suggests several solutions for keeping records on the various functions which the teacher carries out in the school.

121. LEKIĆ, Milivoje: Neka pitanja koncepcije obrazovanja nastavnika osnovne škole (Some Problems on the Conception of Teacher Training for Elementary Schools), *Nastava i vaspitanje,* Beograd, 1968, No. 1, pp. 86—92.

Schools for the education of elementary school teachers should recruit their students from the young who have completed secondary school and who are familiar with production and direct producers. In the future special emphasis must be placed on socio-economic and pedagogical education in accordance with the scientific-technical revolution and the need for teachers to be direct self-governing factors in the working organization-school. The author denies the continued existence of

practicians and theoreticians in their traditional sense. Schools for educating teachers should be teaching centers for self--governing socio-pedagogical work, and didactics and methodology should be freed of all kinds of structures, schemes, and teaching models.

122. MOLNAR, Geza: Uzroci osipanja učenika učiteljske škole (The Causes of Pupil Drop-Outs from Teacher Training Schools), *Pedagoška stvarnost,* Novi Sad, 1968, No. 3, pp. 179—182.

The author endeavors to establish the causes of drop-outs from these schools on the basis of a generation of pupils at the Subotica Teacher Training School. He followed the schooling of a generation of pupils who registered in the first grade of this school in the 1962/63 school year, and of which only 43.92% completed the fifth grade in five years. As compared with drop-outs in other secondary schools, drop-outs from teacher training schools are much higher. The author sees the causes of this in the hitherto internal regulations of the school — which are much stricter than in the other types of secondary schools (suspension for pupils with five unsatisfactory marks at the end of the first semester, re-taking of examinations in the second to fifth grades are permitted for only one subject, a grade may be repeated only once in the entire course of schooling, and a mark of "two" is failing). Low achievement and dropping-out is also affected by the fact that most teacher training school pupils come from blue collar or farming families (in this generation not one parent had university education). Also, almost two-thirds of the pupils either travel everyday from outlying locations to get to school or they live under very unfavorable conditions in rented rooms as the school does not have a dorm. Another reason is that education in this school requires greater financial expenditures due to music education and pedagogical practice, and this contributes to dropping-out. Finally, the longer course of study (5 years) and the poor prospects of lower-grade teaching contribute most to pupil drop-outs. The burden is also much heavier due to a greater number of lessons than, let us say, in the gymnasium. This condition will be greatly changed as the Law on Secondary Education differently regulates questions of achievement, repeating, etc. The other causes of dropping-out, the problems of living conditions and scholarships, should be resolved — as should the problem of the system itself of educating lower--grade teachers and the valorization and recognition of their work.

123. NOVAK. Helena: Pedagoško osebje v osnovni šoli s podaljšanim in celodnevnim bivanjem (Educational Personnel in the All-Day Elementary School), *Prosvetni delavec,* Ljubljana, 1968, No. 4, p. 5.

All-day schools have a wider sphere of tasks than other schools. Children spend a good part of their time here, they must

learn the subject-matter given in school, organize their free time, and take their meals. A school with this type of expanded activity requires a different personnel structure. In addition to teachers there should be added personnel who will be able to meet the added demands of the school but who must be especially trained for this. A two-year study of this problem at the Educational Institute in Ljubljana shows that this teacher's aid should be familiar with the syllabus, manner of asking the pupils questions, techniques and habits of learning, and should be able to organize the leisure time of pupils, know their various needs and interests, organize walks and games, must actively work in one branch of science, art, or sports, and know how to awaken and formulate the interests of a pupil. In the hitherto work of these schools in Slovenia various aids have worked with the children but many of them do not have any pedagogical education. Experience has shown that those without any pedagogical or psychological education have had the least success, that permanently employed nursery school teachers as collective members cooperated more with the school and gave better results, that the teachers with the most experience gave the best results, and that the aids with secondary training showed the most inventiveness in organizing the free time of the pupils. For this reason the question is raised as to special schooling for the teachers' aids in these schools.

124. POTKONJAK, Dr. Nikola: Dokle zatvarati oči pred činjenicama i stvarnim potrebama — o pedagoško-psihološkom obrazovanju nastavnika srednje škole (More Attention Must be Given to the Facts and Actual Needs of the Pedagogical-Psychological Education of Secondary School Teachers), *Prosvetni pregled,* Beograd, 1968, No. 13, p. 5.

In the preparing and adopting of norms for the education of secondary school teachers by the Educational Advisory Service of the Socialist Republic of Serbia, the question has again arisen of the pedagogical-psychological education of teachers for these schools. Until now no radical measures have been taken to resolve this problem and the author of this article presents a plan of one of the many proposals worked out by the Department of Education of the Faculty of Philosophy in Belgrade. This was done for the purpose of initiating a discussion on the conception of this type of teacher education. According to this plan, the pedagogical-psychological education of secondary school teachers should be comprised of two parts: a) general (joint), and b) separate parts. The general studies would include: 1. Psychology (functionally selected problems from general, genetic, adolescent, and educational psychology); 2. pedagogy (functionally selected problems from general and school pedagogy, from didactics and adult education theory); 3. psychological-pedagogical practical seminars and the elabo-

ration of specific problems concerning the sociology of training (either in the form of a special course or in the framework of pedagogy). Special studies would include methodology of the teaching profession and practice.

125. POTKONJAK, Dr. Nikola: Obrazovanje učitelja — šta je to? (Education of Lower-Grade Elementary School Teachers), *Prosvetni pregled*, Beograd, 1968, No. 12, p. 1.

The author welcomes the proposal for increasing the professional background of all categories of teachers, that candidates who have a higher level of professional training will have priority when applying for a job post. He considers this to be the logical and natural result of the continued development of self-government in the field of education, the direct consequence of application of the principle of wages according to work results. However, the desired result would not be achieved if lower-grade teachers were to complete their university education as they would change their profession — they would become subject-teachers and not lower-grade teachers with advanced education. Therefore, it is not essential to only require that these teachers acquire university education, but rather we should state what education is necessary and what one should learn in order to be a better teacher. According to the author, educational studies at the Faculty of Philosophy should be reformed and a syllabus should be made for the education of lower-grade teachers, awarding them the title of educator-expert for grade teaching so that they would not be obliged to change the job which they selected. For this reason it is necessary to consider the entire system of teacher education for schools at all levels and study the problem of education for lower-grade teachers within the framework of this system.

126. R. I.: Prvi seminar za pedagoge (The First Seminar for Educators), *Film u nastavi*, Beograd, 1968, No. 1, p. 27.

The Yugoslav Center for Teaching and Cultural-Educational Films held the first seminar of this type in Belgrade on 14 and 15 November 1967 in order for our teacher training schools and higher schools of education to prepare future teachers for the direct use of films and slide-films in teaching. The seminar participants were teachers at teacher training schools and higher schools of education, and representatives of inter-municipal educational advisory services in Serbia and Montenegro. The following themes were elaborated at the seminar: 1) The problem of training future teachers for the use of audio-visual educational means; 2) Slide-films and slides in teaching — specific features and work methods; 3) Types of films and their educational value; 4) The film in teaching and the teaching film — features, didactical advantages and disadvantages, work methods; 5) The teaching slide-film and the

film in the development of speech and language; 6) The movie film — with a special review on "the new film" and film culture for the young. The problems worked out at the seminar compose a skeleton plan according to which teaching candidates can be instructed on basic questions connected with the application of films in education — activities which await them upon completion of schooling.

127. SMILJANIĆ, Djurdje: Nije obezbeđeno kompletno obrazovanje nastavnika (Complete Teacher Education Is Not Being Provided), *Prosvetni pregled,* Beograd, 1968, No. 9, p. 5.

The Educational Council of the Socialist Republic of Serbia has prepared norms for the professional training and profile of secondary school teachers. However, these norms do not envisage complete teacher education. There is a lack of psychological and pedagogical-methodological education for secondary school teachers; the great majority of these teachers have little or no such education. This is an extremely important problem as without psychological and pedagogical-methodological education for the teacher there is no real education for pupils, the teacher cannot have a satisfactory influence in the leisure activities and associations of pupils, and they cannot offer adequate psychological-pedagogical assistance to the pupils' parents. It was suggested that the Educational Council of the Socialist Republic of Serbia, when making these norms, did not provide complete education, and the need has been pointed out for the competent organs to make the necessary regulations in light of psychological and pedagogical-methodological education for these teachers. The significance of this problem was considered at the Department of Pedagogy and the Department of Psychology of the Philosophy-History Faculty in Belgrade, and these Departments are willing to participate in the elaboration of a more up-to-date syllabus for this area of education.

128. SVRDLIN, Djuro: Aktuelnosti stručnog usavršavanja nastavnika (The Importance of Further Teacher Training), *Naša škola,* Sarajevo, 1968, No. 3—4, pp. 142—152.

The question of further professional training for teachers has become more and more important in recent times as the school — as an educational institution — is entering the phase where it is able to give a better quality of teaching work. This can be achieved only when permanent professional teacher training is provided. Some of the reasons which led to inefficient further professional teacher training are believed to be: 1) In the organization of further professional training there was no system and coordination between schools and other institutions which pursue this problem, and for this reason certain teaching problems were overemphasized and some more

necessary themes and areas were overlooked. 2) Of the original broad network envisaged for institutions for further professional training only some were founded, and so the analyzing of the practice of professional further training lagged behind and many mistakes were repeated. 3) More attention was given to the number of lectures and seminars held than to how close the material was to the teacher and how much of it was adopted and applied in practice. 4) There was a lack of continuity in organizing the various forms of further training. 5) The need for further professional training is not universally understood.

VI SCHOOLS AND INSTITUTIONS

129. DJURIČKOVIĆ, Veselin: Uloga škole u marksističkom vaspitanju i obrazovanju omladine (The Role of the School in the Marxist Education of Youth), *Pedagoška stvarnost*, Novi Sad, 1968, No. 3. pp. 131—136.

The author points out the complexity and significance of Marxist education for young generations as one of the central points of the tasks and problems of education. Its importance results from the goals of our socialist education. Keeping the article limited to Marxist education in the school, the author points out the insufficiency of studies and analyses on this problem — where certain investigations have been made only in recent years. On the basis of hitherto analyses, the author believes that the knowledge of Marxism which the pupils have is extremely traditional, lacks ideological dynamics, so that the pupils are not able to effectively follow social fluctuations and become a part of the process of social development. In this light, our entire school system — especially at the secondary level — lacks effectiveness and rationality. In some types of schools there is a tremendous disproportion among syllabi, especially for social education. There is also a lack of conformity between education for labor and labor itself. Furthermore, the emotional character of Marxist education is being overlooked. Problems of ideological education are considered to be only content problems and never as problems of method, form, etc. Even the question of content of this education does not have clear views or a scientific approach. The requirements for this teaching in some schools are not in line with the possibilities for realization. The author points out which measures should be taken to make Marxist education in the school more effective, to have it correspond to the tasks placed before us by our socialist society.

1. Preschool Education

130. PRTIŠANAC, Branka: Značaj novog programa odgojno-obrazovnog rada u predškolskim ustanovama (The Significance of the New Educational Syllabus for Preschool Institutions), *Život i škola*, Osijek, 1967, No. 9—10, pp. 442—444.

The Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia worked out a "Guidance Syllabus for Educational Work with Children in the Older Age Groups" in 1966. This syllabus for the older groups was prepared for the purpose of offering assistance to preschool teachers working with children who will start school in one year so they can be properly prepared for the obligations which they will encounter. The experimental checking and following of this syllabus was made in the course of the 1966/67 school year in several preschool institutions in the Socialist Republic of Croatia. The experience gained from following this syllabus was discussed at a seminar held in Ika from 3—9 July 1967. This seminar was organized by the Institute for the Advancement of Elementary Education in the Socialist Republic of Croatia. Several conclusions were adopted at the seminar, of which one was to leave off the word "guidance" and in the future it be called "Syllabus for Educational Work". In September 1967 a new syllabus was published (for all three groups) for preschool institutions in Croatia which has three basic headings: I. Fundamental Principles, II. Syllabus Orientation, and III. Basic Conditions for Syllabus Realization.

2. Elementary Education

131. ADAMOVIĆ, Velimir: Uticaj nekih vanškolskih faktora na uspeh učenika (The Influence of Some Non-School Factors on Pupil Achievement), *Nastava i vaspitanje*, Beograd, 1968, No. 2, pp. 212—217.

The author reviews the results of an examination conducted in the Kraljevo district on 8000 pupils in the subjects of mathematics, physics, and Serbo-Croatian language. In his discussion the author points out many non-school factors which influence the pupil's elementary school achievement. According to the elaborated data, the highest achievement was shown by children from families of four members, and the lowest achievement came from families with seven and more members; in terms of education, first place was taken by children from families with two children, and the only child took third place. The fact is also presented that children who live with their parents show better achievement than only children left with one parent or of divorced parents. The article further

treats the dependence of pupil achievement on the school background of the parents and on the distance from house to school. At the end, the author presents his conclusions.

132. KOBOLA, Alojz: Ubrzano napredovanje najsposobnijih učenika osnovne škole (The Acceleration of Highly Capable Elementary School Pupils), *Pogledi i iskustva u reformi školstva*, Zagreb, 1968, No. 2, pp. 8—19.

Social, housing, and cultural conditions, mass communications media, and many other factors have made it possible for today's children to rapidly advance both physically and mentally so that they are more developed than the children of 20, 50, and more years ago. However, this leads to greater individual differences among children of the same age group than was the case earlier. This is pointed out in the article on the basis of test results from native language and mathematics subjects, as well as the measures which are being taken for work with children who have shown above-average abilities. The following measures are being taken for elementary school acceleration: early school registration for more developed children, exceptional promotion of children under the system of grade teaching (from the first to fourth grades), and subject-matter examinations so that a grade can be skipped (from the fifth to eighth grades). The article also describes the work methodology for carrying out these forms of school acceleration.

133. KORENC, A.: Mamutska osnovna šola: da ili ne? (For or Against a Mammoth Elementary School), *Prosvetni delavec*, Ljubljana, 1968, No. 4, p. 2.

The Municipality of Jesenica in the Socialist Republic of Slovenia held a meeting in February of this year, at which time they considered the problems of elementary schools with the members of the Council for Schooling, the representatives of the Basic Educational Community, and the self-governing organs of the elementary schools. Among other things, a proposal was given at the meeting for the integration of two elementary schools in the area of the municipality. In the discussion the opinion was expressed that this proposal is unconstitutional as the collectives, supervisors, self-governing organs, basic organization of the League of Communists, and the educational service were not consulted. Furthermore, this proposal has been neither educationally or economically explained or justified. This type of integration would give way to a number of problems which would be difficult to solve. In this case the school would have 2000 pupils, while the upper limit of school norms is 600 pupils. This mammoth school would even more decrease the educational role of the principal who, together with his assistant, would have to supervise a collective of 80 teachers. This would inevitable lead to a di-

vision of the school into a higher and lower level, which the assistant principal would supervise, and then two educational regimes would be created. There would also be problems in connection with space for the children staying at school all day and for subject classroom instruction. A certain number of teachers would have to travel to their school and this would prevent any supplementary teaching, leisure activities, contact with pupils' parents, etc. The pupils now living 3 km away from school would have to drive for 5 km. It is the author's opinion that the regions of these two schools should be more equally divided and that the collectives should develop professional cooperation which would be worthwhile for both schools.

134. LJ. B.: Struktura dugoročnijeg planiranja razvitka osnovne škole (The Structure of Long-Term Planning for Elementary School Development), *Prosvjetni list,* Sarajevo, 1968, No. 311, p. 4.

The program of long-term school development, as is presented in this article, encompasses the overall life of the school. This is shown in the content of the program which, by chapters, presents the most important functions in theme form. According to the author, a long-term plan can include the following chapters (in dependence upon the specific conditions for life and work in each elementary school): 1. Introductory part; 2. Financial basis; 3. Pupils; 4. Teachers; 5. Teaching; 6. The position of the school in the plan for socio-economic development of the municipality; 7. Social management of the school; 8. Cooperation between the school and the pupils' parents; 9. Documentation on realization of the plan; and 10. Inspection of the implementation of the long-term plan for school development. This article further points out the significance of each of these elements, giving special stress to teaching, cooperation with pupils' parents and other social factors, and to documentation.

135. M. B.: Poljoprivreda kao dopunski predmet (Agriculture As a Supplementary Subject), *Prosvjetni list,* Sarajevo, 1968, No. 315, p. 7.

The need for introducing agriculture as a supplementary subject in village elementary schools has long been under discussion. The author of this article states that the time has finally come for this to become a reality as pupil drop-outs from elementary schools are rapidly becoming a frequent and massive occurrence — especially in the higher grades. The author points out the need to immediately begin preparations for this so that in September of this year agriculture can be introduced as a teaching subject in village elementary schools. In this connection, the author mentions that this is not a matter which only concerns the individual schools but the municipality, educational advisory service, municipal educational community, and the pupils' parents as well.

136. MEŠTROVIĆ, N.: Kako obuhvatiti svu djecu osmogodišnjim školovanjem (How to Ensure Eight-Year Schooling for All Children), *Prosvjetni list*, Sarajevo, 1968, No. 313, p. 6.

Here the problem is once again treated of ensuring compulsory education for children. The author states that this problem was placed before the Eighth Congress of the Youth Alliance, at which time the need was expressed for every child to be able to attend and complete an eight-year school. The author further establishes that this request obligates educators to as effectively and rapidly as possible resolve many problems in our elementary school system, thus enabling normal education and development for the younger generation. In this connection, the question is raised as to the phase in which the elementary school reform finds itself now and what results have been achieved. After presenting some data on the condition of elementary education in the Socialist Republic of Croatia, the author points out the possibility of these data serving as an example for the way in which to enable every child to complete an eight-grade elementary school in all the regions of our country. At the end, the author concludes that the school reform requires more courageous and rapid activities, those which correspond to the younger generation at this specific level of social and economic development.

137. Ostvarivanje obaveznog osnovnog školovanja (The Realization of Compulsory Elementary Education), *Jugoslovenski pregled*, Beograd, 1968, No. 2, pp. 81—86.

The more complete inclusion of children of various ages in compulsory education has been going on since 1958. However, it has been established that in recent years that only a little more than 50% of the pupils of one generation complete an eight-year elementary school, and the others drop out for various reasons in the course of schooling. For this reason at the end of 1967 and the beginning of this year federal organs for education considered and proposed measures for improving regular attendance and completion of elementary school or, in other words, for eliminating pupil drop-outs in the course of schooling. This article presents an analysis of the fluctuation of the number of pupils and the inclusion of children in compulsory elementary education from 1956/57 until the present, completion of elementary school, dropping out, and pupils who were left back. At the end, a description is given of the measures proposed for aiding the realization of compulsory elementary education.

138 ŠAHMANOVIĆ, Abdulah: Neki uzroci slabog uspjeha osnovaca u srednjim školama (Some Causes of Poor Achievement in the Secondary School), *Prosvjetni list*, Sarajevo, 1968, No. 315, p. 5.

The author states that the poor achievement of elementary school graduates in secondary schools is a serious problem

which must be resolved. He adds, however, that the causes for this are far from being known. From this aspect the author considers the syllabus and curriculum of the elementary school and compulsory eight-year schooling, obviousness in teaching, textbooks, and criteria for marking pupils in elementary and secondary schools. He also points out the importance of parent-school cooperation. At the end of the article the author states that the roots of poor achievement by elementary school graduates are deeper than they seem to be at first glance and that only the maximal involvement of all social factors — primarily educational institutions and educators — can give useful results.

3. Secondary Education

139. KOS, Djeno: Opća srednja škola u rudarskom školskom centru Varaždin (The General Secondary School in the Mining School Center in Varaždin), *Obrazovanje i rad,* Zagreb, 1968, No. 1, pp. 86—88.

The Mining School Center in Varaždin is comprised of two work units: a) the work unit of the School, and b) the work unit of the Dormitory which comprise an educational institution with task of educating elementary and secondary level cadres for the needs of mining, petroleum, and geo-investigation enterprises. In the composition of the School Center the following schools are in operation: mining technical school — mining section, mining technical school — geo-drilling section, school with practical training — mining-petroleum trades, general secondary school with metals specialization, mining school for highly skilled workers — mining section. The Mining School Center in Varaždin is of major importance for the formation of petroleum and geo-drilling cadres. Therefore, its founders are petroleum companies, geo-investigation enterprises, and mining enterprises in the framework of the republic. According to the statute of the Center, the enterprises themselves elect a professional body, including representatives of the school, which has the task of planning cadres, i.e., the number of classes which the Center will open. This professional body had the task of working out vocational profiles — on the basis of which a syllabus and curriculum was made for the final part of education of skilled geo-drillers, petroleum workers, etc. Another task of the professional body is to follow the application of new technical achievements in enterprises so that appropriate corrections can be made in the syllabus and curriculum. The founders of the Center, and partly the Assembly of the Varaždin municipality, provide the funds for operation of the Center.

140. STANIĆ, Božidar: Mjesto i uloga slobodnih aktivnosti u srednjoj školi (The Place and Role of Leisure Activities in the Secondary School), *Školske novine*, Zagreb, 1968, No. 7, p. 4.

The new syllabus structure for the elementary school includes legalized leisure activities for pupils, and an increasing number of secondary school pupils are interested in participating in these activities in their schools. However, leisure activities in secondary schools are not sufficiently developed and, according to the opinion of the author, some of the reasons for this condition are: 1. These activities have not yet become a compulsory part of curricular work in secondary schools; 2. There are little or no resources in school budgets for stimulating these activities; 3. Faculties do not train future teachers for supervising individual sections; 4. Some teachers are not in favor of any kind of extracurricular work; 5. There are some teachers who believe leisure activities to be only those sections whose work character enables public appearance; 6. Some teachers do not readily attain new knowledge and follow-up-to-date professional literature — elements which are necessary for successfully carrying out the leisure activities of pupils.

a) Gymnasium

141. DJORDJEVIĆ, Milorad: Kuda ide gimnazija? (The Future of the Gymnasium), *Prosvetni pregled*, Beograd, No. 10, p. 3.

This article treats the future prospects of the gymnasium in the process of improving the system of secondary education in general. The author states, among other things, that in preparing the proposal for the new education system we should have first scientifically investigated the present system, which should serve as the logical continuance of the 1958 school reform. Also, in preparing the proposal consultations were not made with people involved in everyday practice and with the representatives of specialized educational institutions. If the system of secondary education is to be really democratic then the methodology of the school reform must also be democratic. The author concludes that the educational reform should be considered as a sociological and economic problem with the involvement of socio-scientific forces in a quiet, scientific atmosphere.

142. SAGADIN, Dr. Janez: Prognostička veljavnost sedanjih meril za sprejem novincev v gimnazijo v SR Sloveniji (The Prognostic Value of Present Yardsticks for Registration of New Pupils in Gymnasiums in the Socialist Republic of Slovenia), *Sodobna pedagogika*, Ljubljana, 1968, No. 1—2, pp. 25—29.

The author compares the diagnostical significance of the results of entrance exams and elementary school achievement for

achievement in the first grade of gymnasium. The author carried out his investigation with several classes in the first grades of gymnasiums in Slovenia in the 1966/67 school year. He investigated the prognostic value of general annual achievement in the eighth grade of elementary school for achievement in the first grade of the gymnasium, and the prognostic value of achievement in mathematics, native language, and foreign language in the eighth grade and achievement in these subjects on the entrance exam for gymnasiums. It was established on the basis of this investigation that there is a high correlation between general annual achievement in the eighth grade of elementary school and the first grade of gymnasium, and that this correlation is especially valid for marks in mathematics, native language, and foreign language subjects. It was also established that achievement in the eighth grade of elementary school does not improve in the gymnasium but rahter falls, so that pupils who had just satisfactory marks in the elementary school do not have too much chance of getting statisfactory marks in the first grade of gymnasium. Marks in mathematics, native language, and foreign language in the eighth grade have a higher prognostic value than the marks on the entrance exam. This is especially true of mathematics. The author therefore believes that those pupils who had excellent or very good achievement in the eighth grade, or excellent or very good marks in those subjects for which they will take the entrance examination, should be freed from taking the exam or for subjects in which they had excellent or very good marks. The author also investigated how the present yardsticks for selecting pupils for gymnasiums influence the social structure of pupils in the first grade of gymnasium. However, as there were no great differences in the number of accepted pupils from three social groups (blue collar, farming families, and others), it could not be established whether or not this manner of selection showed favoritism for some social group.

b) Vocational Schools

143. BLAGOJEVIĆ, Drago: Razvoj metalskog školskog centra — Zagreb (The Development of the Metal School Center in Zagreb), *Obrazovanje i rad,* Zagreb, 1968, No. 1, pp. 80—83.

This school center was founded in 1962 as the result of the mutual interests of schools and economic organizations. In content, this is a new organizational form of institution for vocational education which has shown a number of advantages in carrying out the syllabus. In the first place, it should be stated that there is a step-by-step introduction to education, more complete utilization of teaching cadres, space, teaching

aids, and workshops. On the basis of the needs of social organizations, especially those of the economy, the center has the following tasks: 1) The schooling of skilled workers from the ranks of adolescents for the metal trades; 2) The schooling of skilled workers-draftsmen taken from the ranks of adolescents for industry; 3) The schooling of adolescents for skilled workers in the metal trades; 4) The schooling of machine technicians; 5) The schooling of highly skilled workers for the metal trades. The Center carries out this volume of activity in the framework of higher schools and other units. This year five schools are working in the composition of the Center: a metal manufacturing school with practical training, a school for technical draftsmen, a secondary metal trades school, a technical school for machinists, and a school for highly skilled workers. In addition to the Center, an area class has been opened for the education of skilled and highly skilled workers as well as for machine technicians.

144. M. G.: Počasi vendarle: Zelena luč za strokovno šolstvo (The Green Light for Vocational Schools), *Prosvetni delavec,* Ljubljana, 1968, No. 4, p. 1.

In February of this year the Community of Vocational Schools in Slovenia held its annual assembly. At this time most of the discussion was on the roles of the Community and the problems of vocational schools. The board made the work program, for the most part, but many unresolved questions still remained. This was, first of all, the question of the Community itself in which schools for worker education and educational centers are included. All the secondary vocational schools and apprenticeship schools are not a part of this structure. The management board was very much involved in a public discussion on the law on secondary schools and the law on financing education. Questions on its role had to be cleared up in the Federal Community of Vocational Schools. The opinion was predominant that it should have tasks similar to that of public administration or the professional services. The Assistant Secretary for Education and Culture awarded recognition to the Community for its work, but thought that there should be more contact between its supervisory staff and republican and educational institutions. At the same time he answered some questions raised. A commission was appointed for the verification of vocational schools which will establish whether or not all schools have minimal working conditions. It is envisaged that some schools will allow pupils to register who received failing marks in a foreign language subject in the eighth grade of elementary school. It is envisaged that practical training teachers should at least have secondary education. More effective secondary level schools does not mean a decrease in school capacity, but rather the opposite is true, all elementary school

graduates should have the opportunity to register in a secondary school. The educational service plans more inspection of work and a decrease in the role of the adviser.

145. MILAT, Josip: Putevi osposobljavanja u građevinskom školskom centru (Training Methods in the Civil Engineering School Center in Split), *Obrazovanje i rad,* Zagreb, 1968, No. 1, p. 77.

The Civil Engineering School Center in Split is one of the educational institutions carrying out an experiment in the reform of the secondary education system. It has three relatively independent educational units in its composition: general secondary school of two-year duration which is vertically connected with the School for Civil Engineering Workers — of one-year duration — and the Civil Engineering Technical School, which is also connected to the General Secondary School and is of two-year duration. In addition to adolescents at this Center, cadres from direct production are given on-the-job training. The General Secondary School represents the preparatory phase of training future cadres for civil engineering and includes all pupils in the first two years of schooling. In accordance with the Center, at the beginning of every school year registration is held for the first grade of the General Technical School. In this way the Center reserves the right to classify the pupils according to its own criteria — the result of the mutual obligations of the Center and the civil engineering operative. In the concluding phase the pupils have specialized vocational training which gives them a vocational level sufficiently high so that they can enter production. The bricklayer, carpenter, concrete layer, painter, operator of civil engineering machines, and the civil engineering technician are vocations which the pupils can choose for training.

4. Higher Education

146. Dvadeset godina poljoprivrednog fakulteta u Sarajevu (The Twenty-Year History of the Faculty of Agriculture in Sarajevo), *Bilten Univerziteta u Sarajevu,* Sarajevo, January 1968, No. 26, pp. 112—126.

At the celebration of the 20th Anniversary of the Faculty of Agriculture, held on 24 November 1967 in Sarajevo, a report entitled "The Twenty Years of Work of the Faculty of Agriculture in Sarajevo" was read in which the Dean of the faculty speaks of its founding and development. Among other things, he spoke of the organization of work at the faculty, of its relationships whith related institutions in the country and throughout the world, and of the activities of the faculty in the areas of socio-political work and developing solidarity and friendship among the peoples of Yugoslavia. In addition to

the report, this journal also publishes the welcoming speech of the President of the University of Sarajevo and the representative of the Faculty of Agriculture in Zagreb.

147. HASANOVIĆ, Hajrudin: Za novu organizaciju studija na višim pedagoškim školama (For a New Organization of Studies at Higher Schools of Education), *Prosvjetni list,* Sarajevo, 1968, No. 311, p. 1.

The author of this article points out the need to study opportunities for the more adequate preparation of teachers for elementary school needs in the course of seeking better viewpoints and resolutions on the level of higher schooling. In this connection, he suggests that we consider the need for identical or related study groups in the framework of the four higher schools of education existent in the Socialist Republic of Bosnia and Hercegovina. The author also describes the organization of the Higher School of Education in Tuzla, which has groups for electro-technology and machine engineering to prepare schoolteachers for labor profession — groups which the other schools in the Republic do not have. He reviews the problem of double subject studies and organization at the Higher School of Education in Tuzla and at the Center for Technical and Professional Teacher Training for General Technical Education in General Education Schools, as well as professional-theoretical and professional-practical teaching in schools for labor professions.

148. KOSMAJAC, Momčilo: Kvalifikacioni ispit iz matematike na elektrotehničkom fakultetu u Titogradu u septembru 1967. godine (The Mathematics Entrance Examination at the Electrotechnical Faculty in Titograd — September 1967), *Bilten republičkog zavoda za unapređivanje školstva,* Titograd, 1968, No. 1, pp. 65—69.

The mathematics examination was, in addition to physics, a part of the entrance exam at the Electrotechnical Faculty in Titograd. According to established criteria the examination commission gave the status of qualified for registration to those candidates who showed positive achievement on both parts of the exam. The candidates were marked objectively as the exam sheets had numbers instead of names. The examination commission determined a specific amount of points for each problem. The exam, however, showed that the candidates had not sufficiently mastered secondary school mathematics and that the exam problems were entirely of average complexity. It was shown that the average mathematics knowledge of the secondary school graduate was not on the required level and that the improvement of quality of pupils' knowledge must be constantly and systematically worked on in all schools in the Republic of Montenegro as mathematics represents the foundation stone for all those secondary school pupils who decide to study the technical, mathematical, or physical sciences.

149. KURTOVIĆ, Šukrija: Potrebe novih ulaganja u objekte studentskog standarda (The Need for New Investments in Student Dormitories), *Bilten Univerziteta u Sarajevu,* Sarajevo, January 1948, Vol. 8, No. 26, pp. 68—77.

Contents of article: General Considerations — The Present Condition and Capacity of Student Dorms in Sarajevo — The Number of Students, Forms of Residence, and Analysis of Need — Analysis of Near and Distant Locations and Various Ways of Utilizing Area — Character of Students' Dorm and System of Construction.

150. LAKIĆEVIĆ, Dušan: Socijalni radnik — nov profil stručnjaka (The Social Worker — a New Professional Profile), *Univerzitet danas,* Beograd, 1968, No. 1, pp. 33—46.

The social work profession came into being in Yugoslavia just fourteen years ago. In applying the method of social work for carrying out the principles of social care, the social workers perform their jobs in institutions of social protection, health institutions, economic organizations, management organs authorized for social protection affairs, employment services, social security institutes, penal-reform institutions, courts, schools, and some social organizations (Red Cross, Federation of the Blind, etc.). In this article the author points out some aspects of the position, role, and functions of social workers in our society. He first treats the beginning of social work as a profession, and then goes on to social workers as cadres for realizing the tasks and affairs of social policy. In the third part of the article the author speaks of affirmation of the social work profession, emphasizing that social workers in Yugoslavia are increasingly in demand. Information is also given on all the institutions in the Socialist Republic of Serbia which employ social workers.

151. M. K.: Pripravljalno leto za novince (A Preparatory Year for New Students), *Prosvetni delavec,* Ljubljana, 1968, No. 4, p. 1.

The University Council of the University of Ljubljana held its first meeting of newly-elected members in February of this year. Besides adopting the annual accounting of the University for 1967, most of the discussion concerned the effectiveness of studies at the University and, in this connection, the study schedule of the first year. Analysis of a questionnaire on the study schedule of the first year showed that the schedule should be uniform. A study commission of the University Council agreed with the opinions of the faculties that the number of weekly lessons in the first year should be a maximum of 30, but in connection with the request to make overburdened syllabi more concise the commission expressed the opinion that this must not in any way harm the level of studies. The faculties believe that only those subjects which are necessary for the

adoption of specific study disciplines should remain in the syllabus. Therefore, social science and physical and premilitary training represent an additional burden in their opinion. The Commission believes that the concept itself of premilitary training is problematical and that the examination for this subject should be given differently and, on the other hand, physical training is in the health interest of the students and must be given complete attention. According to the questionnaire and the Commission, a special problem is first-year studies — where drop-outs are high and ever-increasing. This is mostly due to insufficient knowledge brought from the secondary school and to the poor living conditions of the students. For this reason more attention should be paid to new students: they should be eventually allowed to repeat the first year or special preparatory courses should be organized for certain disciplines. This requires a larger number of assistant professors and special funds but the financial costs would be justified.

152. Nastava stranih jezika na visokoškolskim ustanovama (Foreign Language Teaching at University Education Institutions), *Bilten Univerziteta u Sarajevu*, Sarajevo, January 1968, Vol. 8, No. 26, pp. 86—91.

At the advanced education institutions in the framework of the Faculty at Sarajevo there is no dispute that every university-educated citizen should know at least one language and, if possible, several foreign languages. For this reason the University in Sarajevo requested that the Faculty of Philosophy consider the possibility of foreign language studies being united in the framework of the University. It is the opinion of the faculty that a University Center for Foreign Language Studies should be formed, but that this Center could not be included in the Faculty of Philosophy as differences exist between foreign language studies at the faculty and at other advanced education institutions. However, the Institute for Foreign Language Studies in Sarajevo proposed to the University the formation of a center for foreign language studies and, in principle, agreed to have its capacities become a part of the newly-formed center. The University sought the opinion of the advanced education institutions located in Sarajevo on the formation of this joint center. (Eight institutions of the 14 located in Sarajevo accepted this idea for a joint center.) The article further treats the hitherto relations of the Institute for Foreign Language Studies with the University, the equipment of the Institute, etc. The functions and financing of work of this future center, the teaching personnel and syllabi, as well as the conditions for teaching are discussed at the end of the article.

153. PAVLOVIĆ, M.: Preporučen liberalniji upis (More Liberal Registration is Proposed), *Prosvetni pregled*, Beograd, 1968, No. 13, p. 8.

At this year's meeting of the University Council in Belgrade the question of registration of new students was in the center of attention. Of the various proposals for a permanent resolution to this problem, three basic systems can be clearly differentiated. The representatives of the Civil Engineering, Law, Natural Science-Mathematics, Technological-Metallurgical, and Philosophy Faculties in Belgrade, as well as the Technological in Priština and the Mining-Metallurgical in Bor, are in support of giving priority to those candidates for registration which had the highest achievement in secondary school. This would take into consideration general achievement in the last grade, achievement on final exams, achievement in all the four grades of secondary school, as well as achievements in those subjects which are most important for the faculty under consideration. The quota would then be filled with the other candidates according to a list formed on the basis of results on the entrance exam and with a certain number of points for achievement in the secondary school. The representatives of the Faculties of Architecture, Electrotechnology, Stomatology, Medicine, and the sociology and psychology groups of the Faculty of Philosophy were in favor of having all candidates, except those which received the highest scholastic recognition, take an entrance exam. The representatives of the Faculty of Philology were in favor of the greatest degree of registration liberalization. No candidate will take an entrace exam and priority will be given according to secondary school achievement as an upper registration limit will be determined for each group.

154. Pravilnik o organizaciji i radu Centra za predvojničku obuku Univerziteta u Sarajevu (Regulation on the Organization and Work of the Center for Pre-Military Training at the University of Sarajevo), *Bilten Univerziteta u Sarajevu*, January 1968, Vol. 8, No. 26, pp. 5—22.

This Regulation contains the following parts: I. — General Provisions, which regulate the place and position of the Center in the complex of the University, relations with various University organs, and the functions of the Center; II. — Organization of the Center; III. — Teaching; IV. — Teachers at the Center; V. — Administration of Center (a. work units of the center, b. Director of the Center); VI. — Funds and Distribution; VII. Relationship toward the Founder and Other Organizations; VIII. — Making general acts, and IX. — Concluding Provisions.

155. RESULOVIĆ, Sulejman: Posebne odredbe o odgovornosti nastavnika i saradnika visokoškolskih ustanova za povrede radnih dužnosti (Special Provisions on the Accountability of Teachers and Co-Workers

at Advanced Education Institutions for Violations of Work Duties), *Bilten Univerziteta u Sarajevu*, Sarajevo, January 1968, Vol. 8, No. 26, pp. 36—37.

Being that two laws — The Law on Advanced Education (republican) and the Basic Law on Labor Relations (federal) — differently regulate the question of the accountability of teachers and co-workers at advanced education institutions for labor violations, the University of Sarajevo requested the Assembly of the Socialist Republic of Bosnia and Hercegovina (on the basis of authorization given in Article 146, Paragraph 1, Point 2 of the Constitution of Bosnia and Hercegovina) to verify whether or not the provisions for this contained in The Law on Advanced Education are in force. The author of this article is in favor of a careful analysis of this material. He requests that the legislative position in this material be defined and that the significance of present legal regulations be defined (on both the federal and republican levels). At the end of the article the author proposes several elements for a draft of a new resolution which would be in conformity with the system of labor relations and which would, at the same time, contain specific factors in light of the accountability of teachers and co-workers at advanced education institutions.

156. SIMEUNOVIĆ, Dr. Dušan: Stanje i problemi šumarskih fakulteta Jugoslavije (The Condition and Problems of Forestry Faculties in Yugoslavia), *Univerzitet danas*, Beograd, 1968, No. 2, pp. 27—47.

In this study the author considers the condition of forestry faculties in Yugoslavia and the problems of teaching and scientific work, and also indicates some imperative resolutions. The first part of this study treats the profile of experts being educated at the different forestry faculties. For example, the Forestry Faculty in Sarajevo has educated the following profile of forestry experts: forestry engineer; forestry engineer--expert for forestry development; forestry engineer-expert for forest utilization; forestry engineer-expert for forest melioration; and wood industry engineer. This article further discusses the conditions for registration at the forestry faculty, graduate studies, graduate theses, newly-registered and graduates in the last five years, the material equipment of the faculty, scientific work, and teaching personnel. In the second part, the author considers the current problems of forestry faculties (establishment of a profile of forestry engineers, teaching cadres, instruction, funds, etc.).

157. STANKOVIĆ, Dr. Siniša: Organizacija i uloga nauke u našoj stvarnosti (The Organization and Role of Science in Present Yugoslav Conditions), *Univerzitet danas*, Beograd, 1967, No. 8, pp. 3—21.

In citing three reasons for the very sharply raised question of the place and role of science in Yugoslavia (the necessity of an accelerated development of research work, the request for

formulation of a national scientific policy, and for a more active stand to be taken by the society toward science), the author points out the fundamental problems of research work in the area of the natural and technical sciences — such as the network of scientific research institutions, research staff, programmed policy for research work, its financing, and their self-government. One of the more serious problems in the network of scientific research institutions which developed in an unorganized fashion after the liberation, in spite of later endeavors to settle this question. Now three types of such institutions exist: faculty teaching-scientific units, independent institutions, and developmental institutions. Each of these types have their own peculiar work problems. The faculty institutions, even though their staff is the best prepared, are pretty much isolated from scientific work for which financial resources are not provided. The independent research institutions often do not have a high quality staff, and their work is not always coordinated and this sometimes leads to duplication of work by institutions which are in pursuit of similar problems. The developmental institutions, which work in the framework of economic organizations or are closely connected whith them, are not equally divided among the different branches of the economy — some of which are lagging behind in this respect.

158. STOJANOVIĆ, Olga: Usmeravanje razvoja višeg školstva (Directing the Development of Higher Schooling), *Prosvetni pregled*, Beograd, 1968, No. 9, p. 7.

Directing the development of higher schooling requires the definition of clear demands in light of teaching and scientific cadres, space, equipment, financial resources, and especially of specific profiles of cadres; the law should specify conditions for founding and operations, or for the suspension of advanced education institutions, as well as prevent the establishment of schools in the form of a center (which have been constantly on the increase in recent times) if they do not satisfy specific conditions. The law should regulate the schedule of part-time studies at advanced education institutions; concerning the schedule of regular studies it is believed, on the basis of experience, that it is still liberal and insufficiently effective and that it would be worthwhile to consider a limitation on the number of exams to be taken by regular students and methods for stimulating the best students. The present situation should be evaluated in light of the organization of level by level teaching and advanced school institutions. For the purpose of avoiding curricula duplication at the higher school and during the first two years of university studies, and to resolve the problems which occur in connection whith this, the law should establish the existence of a uniform teaching cyclus

with the possibility of a parallel organization of the first two-year curricula for specialized cadres which would be complete in character.

159. ŠATNI, Ivan: Modaliteti integracije računovodstvenih službi univerzitetskih ustanova u Sarajevu (The Integration of the Accountancy Services of University Institutions in Sarajevo), *Bilten Univerziteta u Sarajevu,* Sarajevo, January 1968, Vol. 8, No. 26, pp. 78—85.

For quite some time the faculties and corresponding forums of the Republican Community for Financing Education have been considering the need and possibility of integrating some so-called accompanying services at advanced education institutions in Sarajevo. The purpose of this article is to consider in detail just which institutions could be integrated, the advantages of a common service, and the manner of relations between the joint service for financial affairs and the university institutions. A special section of the article treats the number of workers in present financial services and describes the personnel structure of the joint service. In conclusion, the author considers which preceding measures should be taken so that eventual unification would prove successful.

160. TEŠIĆ, Dr. Dragutin: Racionalizacija mreže visokoškolskih ustanova (For a More Effective Network of Advanced Education Institutions), *Prosvetni pregled,* Beograd, 7 February 1968, No. 4, p. 1.

This article represents a contribution to the discussion initiated by the Republican Executive Council to which the public should give its opinion on the proposals made for a more effective network of advanced education institutions. The proposals were prepared by the Republican Secretariat for Education and Culture subsequent to consultation with the Council for Advanced Education. This discussion should be of assistance in elaborating the final proposals which will be submitted to the Assembly of the Socialist Republic of Serbia by 31 March 1968. After establishing that there are now 87 advanced education institutions in the territory of the Socialist Republic of Serbia (of which 47 were founded in the period 1958—1962), the author points out that this splitting up of school capacities leads to a number of problems, such as: the poor structure of teaching cadres, financing difficulties, etc. The author suggests the elimination of those schools which prove to be uneconomical and of poor quality according to the extremely reasonable criteria set forth in this field.

161. Ugovor o integraciji nastave iz predmeta "Geodezija", "Tehnička mehanika", i "Inženjerska geologija" (Agreement on the Integration of Teaching "Geodesy", Technical Mechanics", and "Engineering Geology", *Bilten Univerziteta u Sarajevu,* January 1968, No. 26, pp. 27—30.

This article publishes the text of the Agreement which was concluded by the Civil Engineering and Forestry Faculties of

the University of Sarajevo. This Agreement regulates questions connected with the integration of teaching and scientific research work for the subjects: geodesy, technical mechanics, and engineering geology. The contract parties agreed that the instruction of these subjects be organized and carried out by the Civil Engineering Faculty. Among other things, this Agreement regulates the manner and funds for financing, labor and other joint relations, and the resolving of eventual conflicts. Special provisions (6.1 and 6.2) regulate the duties and responsibilities of the teachers assigned to these subjects as well as the status of students registered for these classes.

5. Adult Education

162. ATANASOVSKI, Borče: Društveni položaj radničkih i narodnih univerziteta i perspektive njihovog daljnjeg razvoja (The Social Position of Workers' and National Universities and Prospects for Their Continued Development), *Obrazovanje odraslih*, Zagreb, 1968, No. 3—4, pp. 3—14.

This report was read at the "Workers' and National Universities under the Reform Conditions" symposium held on 22 February 1968 in Belgrade. It is comprised of the following headings: The Position of Workers' and National Universities in Our Self-Governing Society; Some Questions on Policy and System in the Field of Education Which Are of Greater Significance for the General Position of Adult Education and Especially for the Workers' and National Universities; Prospects for the Further Development of Workers' and National Universities. Parallelly with the endeavors of the social collective toward a more effective economy, there is a fundamental reinvestigation of the place and role, directions, functions, quality of work, and internal organization of workers' and national universities. The most important questions being debated are: 1) The position of education in our self-governing society; 2) A public debate is anticipated on a draft of the educational system prepared by the Federal Assembly; 3) The relationship of the social collective toward youth and adult education. Here we have broad differences in views which incur many problems; 4) We are still very much lagging behind in the practical application of principles adopted on systematic, complex, and permanent education; 5) The orientation of some universities toward school forms accompanied by the abbandonment of other forms of education — which leads to serious disagreements; 6) As the introduction of new socio-economic relations in education is just beginning, we must be more realistic in evaluating the present condition of these relations and influence their further development; 7) The new system of financing education does not meet the requirements of the

workers' and national universities; 8) The role and joining of workers' and national universities under the new conditions; 9) Long-term educational planning for adults is necessary, especially the planning of development of workers' and national universities.

163. BELJEVIĆ, Slobodan: Nastava tehnologije obrade i tehnologije zanimanja u školama za kvalifikovane radnike (Teaching Processing Technology and Occupational Technology in Schools for Skilled Workers), *Bilten republičkog zavoda za unapređivanje školstva*, Titograd, 1968, No. 1, pp. 42—51.

The teaching of processing technology and occupational technology for the metal trades in schools for skilled workers is carried out according to an established syllabus and curriculum which is relatively new (introduced three years ago). The syllabus enables the resolution of a number of problems in this field, primarily the establishment of uniform profiles in those trades and occupations where this question was not completely defined. The new syllabus and curriculum envisages that processing technology be learned in the second and third grades, with three lessons weekly in each grade, and that occupational technology be given three times a week in all three grades. The lesson fund envisaged for the realization of syllabus content for both these subjects is sufficient to completely and qualitatively elaborate and adopt the syllabus determined for this type of school. Although it is not a new teaching area, the syllabus for processing technology is wealthier in content than the old one, and the field of occupational technology is a completely new subject. Its major purpose is to develop affinity on the part of the pupil for his occupation, and to clear up all problems which arise in the framework of each occupation individually.

164. BUDIN, Ivan: Potreba značajnijeg akcentiranja tvorničkog obrazovanja (The Need for More Emphasis on Factory Education), *Obrazovanje odraslih*, Zagreb, 1968, No. 3—4, pp. 15—21.

The author very seriously treats the problem of education of workers in the economy, and especially in industry. He states that this problem has not yet been entirely studied, even though there exist four types of institutions involved in worker education (workers' and national universities, factory and school centers). In recent years the number of these institutions has decreased, especially educational centers in enterprises. The author stresses the need for on-the-job vocational education, which should be a continuing process of the general and vocational education which the worker acquired before going on the job. Worker education should be connected with the job post and vocational training should be oriented toward labor needs. This can be best achieved through factory centers. Therefore, there is no better solution than the development of

centers for permanent vocational education in working organizations. In this connection the question is raised of the functions of the workers' universities. It is the author's opinion that the most highly developed of these institutions should grow into institutes and study centers, and the lesser developed should turn into inter-factory centers which would resolve the problems of on-the-job education in its particular domain.

165. MARJANOVIČ, Ante: Obrazovanje uz rad (On-the-Job Education), *Obrazovanje i rad*, Zagreb, 1968, No. 1, pp. 89—93.

After presenting a brief historical review of the development of on-the-job education, the author states that in Yugoslavia the most highly developed forms of on-the-job education are those which most quickly satisfy practical, direct needs, such as introducing the worker to the job, training the worker for a job post, education of specialized workers, further education of workers, and much attention is being devoted to the socio-economic education of workers in regard to the development of self-government. The author then treats the numerous activities of the employment service, which is effectively cooperating with working organizations and institutions for vocational education. In addition to this service, the author states that specialized services for adult education — especially worker and national universities — have greatly developed this activity. In examining the needs for education of employees in working organizations, some institutions have developed new program structures, socio-economic and general education of employees, and new didactical-methodological resolutions. The workers' and national universities have also developed various forms of training and education, from the popularization of science and technology to vocational education and different cultural and other performances. In conclusion, the author states, as a positive factor, that the various vocational schools are — in addition to educating a wider profile of cadres — also working on the education of more specific profiles for the internal needs of working organizations, as well as on further training of workers.

166. VALENČIČ, Jože: Osnivanje Andragoškog društva Slovenije (The Founding of the Slovenian Society for Adult Education), *Obrazovanje odraslih*, Zagreb, 1968, No. 3—4, pp. 47—50.

The Founding Assembly of the Slovenian Society for Adult Education was held in Ljubljana with the presence of fifty adult educators from workers' universities, schools, educational centers, and republican and other institutions. A management board of fifteen members was elected and a work plan and regulations were adopted. The founding of this Society as a professional society for those working in the field of adult education is the natural result of developmental components and social needs as adult education has become a necessary,

worthy, and equally essential part of the educational system. The task of the Slovenian Society for Adult Education is to link workers with this area and to enable them to have the opportunity for organized exchange of experiences, to assist in vocational development, and to aid in breaking down institutional barriers which divide adult educators in various institutions — even though there are many mutual factors in their activities and goals; one of the major tasks of the Society is the advancement of scientific research and theoretical activities, as well as publication of the investigation results made in adult education theory. The article also treats the opportunity for social influence by the Society and its membership and organization.

6. Education of the Handicapped

167. FEHIMOVIĆ, Enver: Koliko su u BiH ostvareni uslovi za školovanje i osposobljavanje djece i omladine ometene u razvitku i šta predstoji da se neodložno uradi u toj oblasti obrazovanja (The Conditions in Bosnia and Hercegovina for Schooling and Training Retarded Children and Adolescents and What Must Be Done in This Field of Education), *Putevi i dostignuća u nastavi i vaspitanju*, Sarajevo, 1968, No. 3, pp. 1—9.

At the beginning of this article the author states that he will discuss defective children who are retarded in their development as the result of body deficiencies and irregularities in the functioning of the central nervous system and the endocrine system. In Bosnia and Hercegovina special schools were founded after 1945. These were live-in type schools but some regular schools founded classes for defective children. Although the Constitution of Yugoslavia and laws on education also regulate the question of retarded children, according to a rough estimation only 8% of them are on record. This article further treats children and adolescents with hearing and sight impairments, with speech and voice defects, and the mentally retarded. Each of these categories is accompanied by the number of persons on record, the manner of organizing their accommodations, training problems, and the insufficiency of teaching cadres for work with defective children and the problem of their preparation are also emphasized.

7. Vocational Guidance

168. MILIĆ, Rodoljub A.: Odeljenjski starešina i profesionalna orijentacija učenika (The Class Adviser and Vocational Guidance for Pupils), *Život i škola*, Osijek, 1967, No. 9—10, pp. 379—384.

Vocational guidance for pupils is an essential and significant part of the work plan of the class adviser. The article describes

the functions of the class adviser in carrying out a vocational guidance program in a gymnasium in Arandjelovac. According to the author, these functions are composed of two phases: 1) Familiarity with the achievement made in earlier schooling, as well as with the interests, capabilities, dynamic characteristics of the pupil, etc.; 2) The work process in the new school environment. This second phase, which is actual vocational guidance work, requires complex preparations such as: orientation with the class collective and parents, the adaptation of individuals to the new school relationships, their inclusion in various forms of educational work, the assignment of duties and functions, and — perhaps most important — the keeping of a daily pedagogical-psychological record on the development of a pupil's personality. Special attention should be paid to work with the parents — a subject which the author treats exhaustively in the second part of his article.

VII CURRICULA AND SYLLABI

169. MAREK, Juraj: Svjetska književnost u srednjoškolskoj nastavi — svrha, sadržaj, metode i problemi (World Literature in the Secondary School Curricula — Its Purpose, Content, Methods, and Problems), *Putevi i dostignuća u nastavi i vaspitanju*, Sarajevo, 1968, No. 3, pp. 10—21.

Following the introduction, which stresses the significance of studying world literature, the author formulates the purposes of teaching world literature in secondary general education schools, treats the problem of subject-matter selection, and concretely enumerates the authors and works which should be included in the curriculum. In light of forms and methods of work, the author supports greater individualization in teaching, planning lessons, and the use of various forms such as group work, explanation by the teacher and the systematic preparation of the pupils so that they can understand certain works, work with the texts, etc. At the end, the author offers suggestions on textbooks for pupils and on literature and manuals for teachers.

170. Potrebna korekcija nastavnog plana i programa za osnovnu školu (Corrections on the Elementary School Syllabus and Curriculum), *Prosvetni pregled*, Beograd, 1968, No. 12, p. 2.

Data show that in recent years in the Socialist Republic of Serbia there has been a constant drop in the percentage of pupils who finish grades with satisfactory achievement. This is especially characteristic for the sixth and seventh grades — where lowest achievement has been continually expressed. The Educational Council of the Socialist Republic of Serbia has debated the degree to which the present syllabus and curriculum are responsible for this condition, should changes in

them be made, and in what time period the corrections should be carried out. One of the basic opinions is that present inadequacies in elementary education are not so much the fault of the syllabus and curriculum but rather in their realization. However, the syllabus and curriculum themselves have weak points (one of them is that the syllabi for certain subjects are given as a framework conception and the textbook author and teacher are free to make their own interpretations). The members of the Council have taken the stand that the syllabus and curriculum should not be changed now but corrections on them should be established. The Republican Institute for Elementary Education and Teacher Training was authorized to prepare a proposal in this connection by 1 March 1969.

171. Predmetnik in učni nacrt za dvojezične osnovne šole (The Syllabus and Curriculum for Bilingual Elementary Schools), *Objava*, Ljubljana, 1968, No. 1, pp. 3—27.

This syllabus and curriculum, which was made by the Educational Council of the Socialist Republic of Slovenia, relates to elementary schools in bilingual areas, i.e., to schools in areas inhabited by Slovenians and Hungarians. It is in accordance with the syllabus and curriculum of Slovenian elementary schools but is adapted to the needs of the two nationalities living together in one area. The special feature of this syllabus and curriculum is that in these schools Slovenian and Hungarian are the teaching languages as well as subjects, each having its own syllabus. The Slovenian and Hungarian languages share complete equality as native languages and as teaching languages. The syllabus and curriculum is accompanied by instructions on how these two languages should be used in teaching.

VIII AUDIO-VISUAL AIDS

172. IGNJATOVIĆ, Rodoljub: Nastavna sredstva i njihovo iskorišćavanje u nastavi poznavanja prirode i društva (Teaching Aids and Their Use in Teaching Nature and Social Studies), *Život i škola*, Osijek, 1967, No. 9—10, pp. 418—435.

The titles of the headings are: Making Reliefs — Preparing the Animal Corner in the School — The Sound-Blind Electric Card in Teaching Nature and Social Studies in the Fourth and Fifth Grades — Slides and Teaching Films in Nature and Social Studies (with a special review on their utilization for studying the past) — Silent Teaching Films — Sound Films in Teaching — Radio and Television in Teaching Nature and Social Studies — A Methodical Dossier for Teaching Nature and Social Studies — The Formation and Structure of the Methodological-Didactical Dossier.

173. JOVANOVIĆ, Persida: Saradnja sa zavodima za prosvetno-pedagošku službu (Cooperation with Educational Advisory Services), *Film u nastavi*, Beograd, 1968, No. 1, pp. 25—27.

In the endeavor to have the film find its proper place in the activities of educational institutions, the Yugoslav Center for Teaching and Cultural-Educational Films is cooperating with the educational advisory services which, in turn, can contribute much to the greater popularization of the film for teaching purposes and for better application of the film in educational work. At the end of last year and at the beginning of this year the services organized a great many seminars for teachers and, in cooperation with the Yugoslav Center, questions connected with teaching films were introduced into the seminar program. Thus, the seminar participants listened to a lecture entitled "The Place and Function of the Film in Teaching a Specific Subject", they watched a selected program of films for the subjects which they teach, listened to the commentaries of experts which accompanied the films, received information on the problems of organization and application of films in teaching, and the teachers themselves had an opportunity to express their viewpoints, experience, and suggestions. Also, at this seminar the teachers filled out questionnaires on the condition of their schools in light of application of films in teaching. This gave a clear picture of the condition in our school practice and served as a basis for planning further work.

174. O. V.: Letnja filmska škola 1967 (The Summer Film School — 1967), *Film u nastavi*, Beograd, 1968, No. 1, pp. 30—31.

From 18 to 30 September of this year the summer film school was held in Baško polje for native language teachers and school principals in the Socialist Republic of Bosnia and Hercegovina. The school consisted of two courses: 1. Film instruction in the elementary school and Teaching the art of films in secondary schools; and 2. Films in the school. The syllabus of the first course, which was intended for native language teachers with higher and advanced educational backgrounds, contained fourteen theoretical film-esthetics themes, four themes from the area of the history of the film, fifteen themes concerning the theory of film instruction and methods of applying the film in teaching, twelve analyses of films presented, and four practical applications of films in the classroom. The purpose of the syllabus was to prepare the teachers for new work obligations, to train them for a start in this area of teaching, and to stimulate interest for further training in work on film teaching. The second syllabus, Films in the School, was prepared for elementary and secondary school principals. The content of this syllabus shows the school supervisors all the educational opportunities which the film — as an art and medium — offers to the school. Here they be-

came familiar with the theory of film education as a part of esthetic training, values, and the use of the instructional and educational film in modern teaching.

XII PHYSICAL EDUCATION

175. M. B. Nedostaju sistemska rešenja za oblast fizičke kulture (The Lack of Systematic Resolutions in the Field of Physical Culture), *Prosvetni pregled*, Beograd, 1968, No. 9.

The Educational-Cultural Council of the Assembly of Serbia considered the problem of the development of physical culture — with special attention toward realizing the conclusions made earlier in this area. The Educational-Cultural Council and the Executive Council share the opinion that adequate Republican legal documents should be issued as quickly as possible in order to enable systematic resolutions of longlasting importance for physical culture. Three complex questions are emphasized: the provision of constant sources of funds, the problem of personnel, and the construction of sports buildings and, in this connection, the programming of the development of physical culture. It is important that this field find its proper place and participate in the overall social distribution. Work should be accelerated on the forming of a founding commission for physical culture, as a part of the Republican Executive Council, which would be supervised by a member of the Executive Council. This commission would coordinate and assist in the activities of the municipal councils and would influence developmental policy in this area. It was also emphasized that certain changes should be made in the physical culture syllabus and curriculum in the schools.

XIII PROBLEMS IN EDUCATION

176. BAKOVLJEV, Milan: Određivanje i realizacija vaspitnih zadataka nastavnih časova (The Determination and Realization of Training Tasks in Teaching), *Nastava i vaspitanje*, Beograd, 1968, No. 2, pp. 143—148.

Teaching practice has hown the presence of many problems in the determination and realization of training tasks. Teachers endeavor to have their pupils attain certain knowledge and the responsibility of training is left to others; training tasks in the lesson are most frequently oriented toward the development of patriotism, internationalism, humanism, discipline, and other personality traits. These tasks are most frequently determined generally, and teachers set aside a specific number of lessons and then pose questions which are inevitably followed by declamatory answers. The author describes this manner of teaching as verbalistic-didactic moralizing, and therefore proposes a number of ways to realize training tasks in the lesson.

177. DOBL, Vladimir: Prilog pitanju seksulanog vaspitanja u osnovnoj školi (A Contribution to the Problem of Sex Education in the Elementary School), *Život i škola*, Osijek, 1967, No. 9—10, pp. 385—392.

It is the author's opinion that a serious omission has been made in the education and formation of the overall personality of the pupil and his preparation for adult life as the syllabus and curriculum do not attribute any importance at all to the sex education of children in the elementary school. The author, on his own initiative, distributed a questionnaire to the pupils of his school for the purpose of establishing just which elements in this area are interesting to them. On the basis of the questions contained in the questionnaire and the answers given, the author prepared several lectures — three of which are published in this article. The lectures are: The Relationship between Boys and Girls in Puberty; What is Puberty? What is Menstruation? At the end of the article the author treats the results of another questionnaire made several months later, after the lectures were held. These results show that the lectures were very useful for the children and the author supports the idea that the teachers themselves attempt to find a way to resolve the problem of sex education of pupils until such time as an organized solution is made.

178. GLIHA, Dragutin: Problemi oko uvođenja petodnevne radne sedmice u škole (Problems Concerning the Introduction of the Five-Day School Week), *Pogledi i iskustva u reformi školstva*, Zagreb, 1968, No. 3, pp. 1—4.

There are many reasons which speak in favor of introducing the five-day school week. This measure has already been taken in many countries or preparations are being made for its implementation. Besides presenting information on what has been done on this problem in the Socialist Republic of Slovenia, the author also describes the activities in this area in the Socialist Republic of Croatia and proposes measures which should be taken in preparing the schools for the changeover to the five-day work week. The author separately treats the attitudes of parents and teachers on this matter and points out their different opinions. Any manner of shortening the school week would require more funds and investments in schooling than those which are being given now.

179. MANDIĆ, Dr. Petar D.: Problemi određivanja i realizovanja cilja vaspitanja (The Problems of Determining and Realizing Educational Goals), *Porodica i dijete*, Sarajevo, February 1968, No. 2, pp. 1—3 and 8.

This article presents a lecture which the author gave at the National University in Sarajevo as a part of the preparations being made for the VIIIth Congress of the Youth Alliance of Yugoslavia. Beginning with the statement that there are ever-

-increasing criticisms on the effectiveness of educational activities, the quality of pupils' knowledge, their social and moral behavior, and practical activities, the author sees the reason for this in the lack of: a clear theoretical basis for the set educational goals, a firm educational system, its material and personnel basis, and the uniform operation of educational factors (family, school, and social environment). This is all treated in detail under the following headings: 1. Poor Advancement in Building a Yugoslav Socialist Pedagogy; 2. The Poor Adaptation of Teaching Syllabi to the Needs of Our Society; 3. Criticisms on the System of Teacher Training; 4. Obstacles to Creativity in Teaching; 5. What Should Be Done to Achieve Consistent Realization of Educational Goals?

180. PERIŠIĆ, Negovan: Ideološko i političko obrazovanje kao komponenta moralnog vaspitanja (Ideological and Political Education As a Component of Moral Training), *Nastava i vaspitanje*, Beograd, 1968, No. 1, pp. 70—76.

The purpose of the author's investigation was to obtain data which would serve as a basis for making more reliable conclusions on the ideological-political education of students and for a study on the adaptability of the school syllabus to the level of this education. With the aid of anonymous questionnaires, 230 students from a higher school were investigated in May 1966. By showing the quantitative number of correct, partly correct, and incorrect answers to certain questions the author presents his conclusions. In addition to establishing a high degree of inequality between knowledge and the level of ideological-political education of students, the author also states that the students, for the most part, gave correct answers to questions about which they gained knowledge in the subjects of history, sociology, philosophy, etc., and poorer results were obtained in connection with direct, modern socio-political changes in the country and throughout the world.

181. S. Dj.: Konsultativni sastanak o vaspitnom radu škola (Consultation on the Educational Work of Schools), *Prosvetni pregled*, Beograd, 1968, No. 10, p. 6.

This article points out the lack of cooperation in all our republics between institutions educating children and adolescents, and that problems in this area are ever-increasing. For this reason the Yugoslav Institute for Educational Research readily accepted the proposal of some republican institutes to organize the first consultation meeting on problems of educational work. In addition to experts of the Yugoslav Institute who are making investigations in this area, also present at the meeting were educational advisers from all the republican institutes for educational advancement and representatives of the Educational Advisory Institute of Belgrade and the Institute for Textbook Publication of the Socialist Republic of

Serbia. Among other things, it was suggested at this meeting that in the future, for certain types of schools, teaching syllabi and curricula be discontinued and programs for the educational-training activities of schools be made. Besides the basic functions of the school in light of educating and training pupils, these programs would also include the various methods for carrying out these functions.

182. STRINEKA, Pero: Kompenzaciona uloga osnovne škole u procesu formiranja učenikove ličnosti (The Compensation Role of the Elementary School in Forming the Personality of a Pupil), *Pogledi i iskustva u reformi školstva*, Zagreb, 1968, No. 2, pp. 28—34.

This article treats the five-year study of the process of compensation in the experimental elementary school "Bratstvo-jedinstvo" in Sisak. This city has experienced a high inflow of new population and many social disturbances in families, and therefore the school has taken over the compensation function. In this connection, it is interesting to study the manner of organizing the work of the pupils, the development of their sense of security, and their orientation toward a democratic and self-government manner of problem-solving. The author further presents the results of sociometric testing, an analysis of the role of the family in the life of the child, and the influence of peers and pupil organization on the formation of the pupil.

183. VREČIĆ, Dragomir: Jedno istraživanje zdravstvene kulture učenika petih razreda osnovnih škola (An Investigation of the Health Education of Fifth Grade Elementary School Pupils), *Život i škola*, Osijek, 1967, No. 9—10.

This article includes several headings which describe how this investigation was organized, the purpose being to establish the knowledge in this field attained by elementary school pupils so that — in accordance with the results — improvement measures could be taken. The investigation covered about 300 fifth-grade pupils from nine elementary schools in the cities of Niš and Leskovac. The concluding investigation was made in May 1966. The titles of the headings of this article are: 1. Formulation and Definition of Problem; 2. Method of Investigation and Instruments; 3. Classification, Analysis, and Interpretation of Data, and 4. Conclusion.

XV MANAGEMENT AND FINANCING

184. ANTIĆ, Stanislav: O nekim pitanjima rukovođenja odgojno-obrazovnim radom osnovne škole u novim uvjetima (Some Problems of Supervising Elementary School Teaching under the New Conditions), *Pogledi i iskustva u reformi školstva*, Zagreb, 1968, No. 3, pp. 10—19.

With the existence of self-governing organs in the schools the character of supervision has changed, and the position of school principal has become specific and must be adjusted to the new conditions. The fundamental work of the school principal continues to be the supervision of educational work, maintaining relations with various institutions, and the carrying out of many external jobs. However, the entire working collective and individual self-government organs must become far more engaged in all this work. Besides enumerating the principles which must be supported in the supervision of teaching, the article also speaks of some methodological problems, the work of the principal with individual teachers and with the teachers' council, teaching inspection, and work with pupils and their parents.

185. BLENKUŠ, Branko: Programski vidiki za delo izobraževalnih skupnosti (Program Forms for the Work of Educational Communities), *Prosvetni delavec*, Ljubljana, 1968, No. 4, p. 2.

The Section for Development of Social Relations in Education of the Socialist Federation of Working People of Slovenia established orientation for the work of the educational communities. At a meeting of the Section it was stated that the educational communities have already justified their existence, and that they represent a step forward in the development of self-government relations in the field of education. At the same time it was stressed that these communities must direct their work toward those direct tasks which would accelerate the development of social relations and improve the quality of work in education. The development of secondary and vocational schools demands cooperation between the educational communities. The educational communities must be concerned with improving the cadres of educators and all problems in this connection: the selection of excellent and politically progressive pupils and students for the teachnig profession and the scholarship policy. Also, special attention should be paid to the cadre structure of school principals. The educational advisory service should become a significant instrument of social supervision and, in this sense, a special law should be passed which would enable it to have greater independence and a wider sphere of work. Another task of the educational community is the responsibility for financing vocational schools from constant sources and the overall conciliation of the wages of educators. Adult education should be an essential part of the education system. For this activity the educational communities should finance workers' and national universities.

186. LEKO, Ivan: Učenička samouprava (Pupil Self-Government), *Naprijed*, Zagreb, 1968, 404 pp.

This book is concerned with the formation and development of pupil self-government, from its beginning up until the

present. The author gives abundant information on the various aspects of pupil self-government and its place and roles in different school systems. He devotes special attention to the origin and development of pupil self-government in Yugoslavia from 1919 until today. The author describes in detail its original forms and its characteristics in our modern school, keeping in mind the intentions of the school reform and socialist education — which grow out of self-government. The last part of the book treats the forms of our pupil self-government in modern school practice, such as: pupil collectives; pupil cooperatives; sports societies; culture-art societies; the League of Pioneers. In addition to general explanations, the author endeavored to make a concrete presentation of the content, organization, and work method of these forms of pupil self-government.

187. MITIĆ, Dr. Mihailo: O izmenama u sistemu samoupravljanja na fakultetima (On Changes in the System of Self-Government at Faculties), *Univerzitet danas*, Beograd, 1968, No. 2, pp. 53—68.

Certain faculties in the Socialist Republic of Serbia have raised the question of changes in the Republican Law on Advanced Education which, among other things, regulates the system of self-government at the faculties. In this connection, three fundamental criticisms were made in relation to this system. According to the first, weak points in self-government at faculties are mainly the result of the mechanical transfer of the self-government system from the economy to the faculty. According to the second criticism, the major inadequacies in the self-government system result from the fact that we fail to recognize that the faculties are not only the highest teaching institutions but scientific centers as well. According to the third, in making legal regulations on self-government at the faculties the fact was not taken sufficiently into consideration that they have already had a certain type of self-government for hundreds of years. The author further points out two fundamentally expressed forms in the system of self-government at faculties. The first form, which is envisaged in the Law on Advanced Education of the Socialist Republic of Croatia, places emphasis on the council; the second, which was expressed in the Law on Advanced Education of the Socialist Republic of Serbia, stresses direct forms of self-government by all members of the collective. The author points out the positive and negative features of both these forms. This report also presents a review of the system of confirmation of elected teachers, the role and relationship of the university and faculty councils, department councils, dean and assistant dean, election of teachers and co-workers, and also treats the changes which should be made in the Law on Advanced Education of Serbia in order to effectively contribute to a better system of self-government at faculties.

188. Neurejene razmere v tehniških šolah (The Unsettled Conditions in Technical Schools), *Prosvetni delavec*, Ljubljana, 1968, No. 7, p. 1.

The Community of Technical Schools of the Socialist Republic of Slovenia held their annual assembly in March of this year. At this time the work of the Community and its chairmanship in the preceding year were summed up. The Community gave its contribution to resolving the most important and current problems of technical schools in the form of discussions and proposals on individual questions, such as: the proposal for the law on financing education, the proposal for a more effective school network, on profile elaboration, on the education of teachers for practical training, and on syllabi and curricula. The Community also came out in support of many proposals which have not yet been realized. These are: the request for making norms for calculating the necessary school funds, the proposal on compulsory taxes levied on economic organizations for technical schools, the proposal for uniting all vocational school communities in the republic into a federal community. Vocational schooling has a number of unresolved problems, such as the need to have this schooling extended to five years in accordance with the new law on secondary school education. Work on profile, syllabi, and curricula are developing too slowly. The procedure for accepting teaching curricula is also drawn out, and the present system of every school having its own curriculum is unacceptable. Coordination meetings of identical schools would contribute much to settling the problem of vocational school curricula. The hitherto unreasonable attitudes and anarchy do not contribute anything to the advancement of the work of vocational schools.

189. PUCAR, Svetozar: Uloga i sadržaj rada stručnih organa u osnovnoj školi (The Role and Content of the Work of Professional Organs in the Elementary School), *Naša škola*, Sarajevo, 1968, No. 5—6, pp. 249—259.

The author uses the Law on Elementary Schools in describing the work of all school organs. The most important professional organ is the Teachers' Council. In order for the Council to efficiently operate, the following permanent commissions are proposed: for improvement of educational work, for cooperation with parents, and for performances and celebrations. This article further treats the elaboration of the work plan, preparations for Teachers' Council meeting, the development of work with them, and the making of collective decisions. Other important school organs are the grade council and various professional work groups, and the author describes their work in the school which he supervises in the capacity of principal.

190. VLAHOVIĆ, Boško: Problemi vrednovanja pedagoškog rada u sistemu dohotka (Problems of Evaluating Educational Work in the Salary System), *Nastava i vaspitanje*, Beograd, 1968, No. 1, pp. 93—99.

The estimation and evaluation of pedagogical work has been carried out for several years in Yugoslav schools, but there is still a lack of studies which precisely elaborate experience and critically describe measures, methods, technical evaluating, and application of the salary principle. The following problems arise in this area: the selection and use of various procedures and techniques in evaluating the results of teaching work; exact establishment of goals; definition of the objective values of functions to be realized by the teacher; the separation of the activities of educators which should be evaluated; who should participate in the evaluation of the results attained by teachers, etc. The author concludes with the opinion that we must scientifically seek and find measures for evaluating pedagogical work, and states the advantages to be gained in this light.

XVI LEGISLATION

191. GORČIĆ, Aleksandar: Predlozi (pred izmene i dopune Zakona o srednjem obrazovanju) (Proposals — Changes and Supplements to the Law on Secondary Education), *Prosvetni pregled*, Beograd, 1968, No. 10, p. 6.

The Law on Secondary Education went into effect on 1 September 1967, but already the need has been indicated for making changes and supplements to it. It is stated in the article that this Law, taken as a whole, is extremely progressive because it offers the opportunity for more modern solutions to many problems. However, the author indicates that the Law contains insufficiently clear, unprecise provisions and, from the viewpoint of the practician, describes some of them and offers suggestions for their elimination. The proposed changes and supplements to the Law given in this article do not essentially deviate from the basic intentions of the Law and its regulations, but rather contribute to obtaining a more lucid text and to the attainment of its fundamental goals.

192. Pravilnici o stručnoj spremi i profilima nastavnog osoblja i stručnih saradnika škola II stupnja (Regulations on the Professional Training and Profiles of Teaching Personnel and Professional Co-Workers at Secondary Level Schools), *Prosvetni glasnik*, Beograd, 1968, No. 3 and 4, pp. 72—140.

The Educational Council of Serbia, at a meeting held on 26 February 1968, prepared Regulations on the professional training and profiles of teaching personnel and professional co-workers for 31 secondary schools (gymnasiums, teacher training schools, and 29 more vocational schools). Each regulation defines which educational background teachers must have for certain subjects in the schools to which the Regulations refer. For example, the gymnasium chemistry teacher must have completed studies at one of the following faculties:

— faculty of natural sciences and mathematics — chemistry or physical chemistry group;
— faculty of natural sciences and mathematics or the faculty of philosophy — chemistry as an equal subject in a two--subject group, or as the major subject in a multi-subject group. However, the chemistry teacher in an electrotechnical school, for example, can be a person who meets the requirements in light of educational background for a gymnasium teacher, or it may be someone who has completed the faculty for technology-metallurgy, or the chemical-technological department of the technology faculty.

193 Pravilnik o pohvalama i vaspitno-disciplinskim merama za učenike osnovne škole (The Regulation on Commendations and Disciplinary Measures for Elementary School Pupils), *Prosvetni glasnik*, Beograd, 1968, No. 2, pp. 49—51.

This Regulation was made by the Republican Secretariat for Education and Culture of the Socialist Republic of Serbia. According to this Regulation, commendations can be awarded by the grade teacher, grade adviser, grade council, school principal, teachers' council, and school council. Disciplinary measures are: oral warning by the grade adviser, reprimand by the grade adviser or the grade teacher, reprimand by the grade council, reprimand by the school principal, reprimand by the teachers' council, change to another class in the same school, and change to another school at the same location for the current school year. First to third grade pupils only receive oral warnings from the grade adviser.

194. Pravilnik o vanrednom učenju i polaganju ispita u osnovnoj školi (The Regulation on Part-Time Studying and Examinations in the Elementary School), *Prosvetni glasnik*, Beograd, 1968, No. 1, pp. 21—22.

This Regulation was made by the Republican Secretary for Education and Culture of the Socialist Republic of Serbia. According to this Regulation, persons over 15 years of age who have not completed elementary school as regular pupils can do this through part-time studying and passing examinations. Examinations for part-time pupils may be taken only in the elementary school which the person attends (school of eight--year duration) and, as a rule, at the elementary school which is closest to the residence of the part-time pupil. Examinations for part-time elementary school pupils are in accordance with the syllabus and curriculum for regular pupils, or in accordance with a special syllabus and curriculum for basic adult education if there is an adult education class at the school. The exams are held in January, June, and August, and the examinations for each grade must be taken within a time period of two years or in six examination periods. The Regulation also determines the manner of taking the examinations.

195. Zakon o načinu donošenja nastavnih planova i programa (The Law on Teaching Syllabi and Curricula), *Prosvetni vjesnik*, Zagreb, 1968, No. 1, pp. 2 and 3.

Syllabi and curricula for elementary and secondary schools in the Socialist Republic of Croatia will be made in accordance with the provisions of this Law. Syllabi and curricula for the elementary school, for educational work in nursery schools, and the basis for the curriculum and syllabus for secondary schools will be made by the Educational Council of Croatia. The syllabi and curricula for secondary schools will be made by the school councils:
— in accordance with the prescribed bases for the curriculum and syllabus for the following subjects: general culture, socio-economics, nature studies, mathematics, and health and physical education;
— independently, but in accordance with the special educational tasks of the school, for subjects in technical and specialized areas.

196. Zakon o stručnim školama (Prečišćen tekst) (The Law on Vocational Schools (Revised Text), *Službeni list SR Crne Gore*, Titograd, 1968, No. 8, pp. 65—73.

The Law on Vocational Schools, which was made in 1965 by the Assembly of the Socialist Republic of Montenegro, has undergone some changes and supplements. The Commission for Legislature of the Assembly of the Socialist Republic of Montenegro prepared a revised text of the Law on Vocational Schools which was published in the *Službeni list*. This Law defines vocational schools as:
schools of different specializations (technical, economic, traffic safety, medicine, agricultural, etc.) which prepare technicians and other corresponding professional cadres to meet the needs of the economy and social services;
art schools (music and other schools for the different branches of the arts);
schools for highly skilled workers, and
school centers for higher forms or levels of educating professional cadres.
Education in vocational schools is usually of four-year duration. However, the education of cadres for specific profiles and professions can be of two or three-year duration. The length of schooling is determined by the act on the founding of the school. Persons who have completed an eight-year elementary school and are not over 17 years of age can register in the first grade of a vocational school. This Law also regulates all other questions which relate to the founding and activities of vocational schools, such as examinations, marking, certificates, adult education in vocational schools, teachers, the founding of vocational schools and operating funds, and school management.

197. Zbirka propisa iz oblasti visokog školstva (The Collection of Regulations from the Field of Advanced Education), Prepared by Kamarić, Mustafa, Sarajevo, 1968, p. 361.

This Collection contains all legal texts which relate to advanced education in the Socialist Republic of Bosnia and Hercegovina (General Law on Education, Law on Advanced Education, Law on Professional Titles and Academic Levels, Law on Recognition of School Certificates Obtained in Foreign Countries, Law on Scientific Activities, and the Law on Financing Education). Some provisions are accompanied by explanations and notes in order to make their application easier. At the end of the Collection the text of the Statute of the University of Sarajevo is given.

198. Zbirka saveznih i republičkih propisa iz oblasti obrazovanja (A Collection of Federal and Republican Regulations on Education), prepared by Novak Špadijer, *Zavod za izdavanje udžbenika*, Sarajevo, 1968, p. 494.

This collection contains Federal and Republican (Socialist Republic of Bosnia and Hercegovina) laws, regulations, and other legal acts which determine the legal, social, and professional bases of the educational system as a whole, as well as the activities, work, and internal organization of the individual types of schools and other educational institutions. The legal material in this collection is classified according to types of schools — which makes it easier to become familiar with the laws and other regulations governing the internal questions of life and work in the school. This collection includes the most recent Law, regulations, and norm acts — with changes and supplements — which were issued up until September 1967, and relates to the work of preschool institutions, elementary schools, gymnasiums, teacher training schools, schools for skilled workers, and the other vocational schools. The individual laws and regulations are accompanied by explanations and interpretations, and their connection with the other basic legal prescriptions is indicated.

XVII EDUCATION STATISTICS

199. Škole I i II stepena — kraj 1965/66 (First and Secondary Schools at the End of the 1965/66 school year), *Savezni zavod za statistiku*, Beograd, December 1967, p. 80.

This bulletin publishes data on the number of schools, slasses, pupils and teachers, and school centers at the end of the 1965/66 school year, as well as on the number of persons who have completed classes for elementary education for adults. The data are presented in corresponding tabular reviews with many indicators. The first presentation is of the development

of elementary and secondary schools in a comparative review by years — from 1959/60 to 1965/66. According to the information in this review, the number of elementary school pupils in 1965/66 was 2,945,520 as compared with 2,589,506 in 1959/60 (or by 13.7% more). A significant increase was also recorded in this period for the number of secondary schools (the 15—19 year age group) and the number of pupils in them. In technical and other vocational schools for the economy and public services there were 199,362 pupils (or 122% more than 1959/60), and in gymnasiums — 177,237 (or by 125% more than 1959/60). The bulletin then describes, all schools, with a Yugoslav total and by republics, in the 1965/66 year according to type of school — using these indicators: number of schools, classes, pupils, teachers. The elementary schools are shown according to their development. Following this, information is given on school centers, foreign language studies in schools, scholarships, schools for minority groups, pupil achievement, the number of pupils who finished school in the 1965/66 year, etc. Elementary school was completed by 232,792 pupils; schools for skilled workers — 59,744; technical and other vocational schools — 36,034; and gymnasiums — 28,384 pupils.

200. Visoke škole 1966/67 (Advanced Education — 1966/67), *Statistički bilten 509*, Savezni zavod za statistiku, Beograd, January 1968, p. 76.

This bulletin contains information on student registration for the winter semester of the 1966/67 school year and on the teaching personnel at advanced institutions. The information is presented in several groups, each of them comprising an entity. The first group of tables gives a comparative review of registered students and teaching personnel for the years 1938/39 and 1963/64 to 1966/67. In the 1966/67 school year there was a total of 267 advanced education institutions (in comparison with 26 in 1938/39), and the number of students — regular and part-time, was 195,454 (in comparison with 16,978 in 1938/39). The second group of tables shows the students registered in the winter semester, and this offers a complete picture of the condition of advanced education (regular students according to their years of study, sex and manner of studying, according to prior school training, part-time students according to prior school training, scholarship students, etc.). The third group of tables shows data on the teaching personnel for the 1966/67 school year at advanced and higher schools. The fourth group of tables separately includes data on students at faculties of theology.